Senior Secondary Course English

(302)

BOOK - 1

302 EN BOOK 1

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NIOS SENIOR SECONDARY - ENGLISH (302) NEW

Complete Textbook (27 Lessons)

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Public Examination (0 lessons)

1

THE CROW AND THE DEER

In a calm and serene forest, there existed a delightful friendship between a wise crow and a gentle deer. Their companionship was as enduring as the ancient trees that surrounded them. However, amidst this harmonious duo, a cunning and relentless fox harboured a sinister desire—to savor the plump and healthy deer as his delectable meal . To achieve this sinister goal, the fox hatched a crafty plan to knock down their trust. This is the timeless story from the ***Hitopadesha***, where friendship is tested, deceit lurks in the shadows, and the bond between the crow and the deer is put to the ultimate test.

LEARNING OUTCOMES

At the end of the lesson, the learner:

- Recollects and explains a story in English;
- Uses language appropriate to social context;
- Infers agreement and disagreement with reasons;
- Categorises characteristics and style of early Sanskrit literature;
- Appraises the value of true friendship.

1.1 SECTION I

In *Magadh Desh,* there was a vast forest known by the name *Champakvati*. In the forest, there lived a crow and a deer together. Once a jackal saw the healthy, fleshy and **plumpy** deer roaming freely in the forest. Tempted to have the deer for his meal the jackal thought of winning his **confidence** first. With this idea he went to the deer

Notes

- **Plumpy:** fleshy
- **Confidence:** trust

Notes

- ***Kshudra-buddhi*****:** in Sanskrit small wit
- **Revived:** restored to life
- ***Su-buddhi*****:** in Sanskrit noble wit
- ***Chitrang*****:** in Sanskrit multicoloured

and said, "Dear Friend! How are you?" The deer questioned in response as well, "Who are you?" The jackal replied, "I am a jackal named ***Kshudra-buddhi***. All alone, without any friend I have spent my days in this forest like an inanimate object but now having found a friend in you I am **revived** to life and wish to serve you in all possible ways." The deer said, "So be it!" Thereafter, at sunset, they both went to the deer's residence. Close to the place, on the branch of a Champak tree, there lived a crow called ***Su-buddhi*** who was an old friend of the deer. Seeing them both the crow said, "Dear friend ***Chitrang****!* Who is the other one accompanying you?" The deer said, "It's a jackal who wants our friendship." The crow said, "Dear friend! It is not wise to have friendship with a stranger appearing all of a sudden from nowhere. As has been said:

Don't shelter the one, you are unfamiliar with whose family and character, As the crime of a cunning cat caused the death of an innocent old vulture."

LET US UNDERSTAND 1.1

In Magadh Desh, there was a vast forest called Champakvati where a crow named Su-buddhi and a deer named Chitrang lived in a close friendship. One day, a jackal named Kshudra-buddhi spotted the plump deer and wanted to make him his meal. To gain the deer's trust, the jackal approached him and expressed a desire for friendship, claiming to have been lonely. The deer, Chitrang, agreed to be friends with the jackal, and they went to the deer's residence together. There Su-buddhi, the crow, who warned Chitrang about the dangers of forming a friendship with a stranger who suddenly appeared. The crow cited an example of a cunning cat causing the death of an innocent old vulture due to misplaced trust.

INTEXT QUESTIONS 1.1

1. What was the name of the forest in Magadh Desh where the story takes place?

    a) Chitrang

    b) Champakvati

    c) Kshudra-buddhi

    d) Su-buddhi

2. Who were the two animals in fast friendship in the forest?

    a) Crow and Cat

    b) Deer and Jackal

    c) Deer and Crow

    d) Jackal and Crow

3. What did the jackal, Kshudra-buddhi, initially want from the deer?

    a) To challenge him to a race

    b) To share a meal

    c) To become friends

    d) To steal his food

4. What warning did the crow, Su-buddhi, give to the deer about the jackal?

    a) The jackal is a trustworthy friend

    b) Don't trust the jackal as he's a stranger

    c) The jackal is a skilled hunter

    d) The jackal is generous and kind

5. How did the deer react to the crow's advice?

    a) He decided to befriend the jackal

    b) He thanked the crow for the warning

c) He ignored the crow's advice

d) He asked the crow to join their friendship

1.2 SECTION II

At this the deer and the jackal questioned with curiosity, "How does the tale go about?" The crow told the tale which goes the following way.

The Tale of an Innocent Old Vulture and a Cunning Cat

On the bank of the Ganges there was a high hilly peak called ***Griddha-koota*** on which there was a giant fig tree. In its hollow there dwelt a vulture named ***Jaradgave*** who by some misfortune had lost his eyes and talons. Taking pity on him, the other birds who were living on the same tree used to give him small shares from their meals for his survival. Once it happened that a cat named ***Dirghakarna*** reached there with the intention of eating the **nestlings**. Seeing the cat, the nestlings got scared and started creating clamour. Hearing the clamour, the vulture demanded, "Who is coming here?" The moment the cat saw the vulture, he got horrified and said to himself, "Alas! It seems my life is over now; but

One should ever fear the fear, till it is not near.

Once near, one should **prudently** face the fear.

Since it is impossible to flee from the vulture now, let things take their own course. I will approach him and try to win his confidence by all means." With this thought he went closer to the vulture and said, "Dear Sir! I salute you."

The vulture asked, "Who are you?" The cat answered, "I am a cat."

The vulture hollered at him, "Get lost; else I will kill you."

The cat requested, "Please listen to me first and then kill me if you find me killing-worth.

Does one deserve killing or welcoming merely on the basis of race?

Doesn't the conduct of the person also claim a significant place?"

LET US UNDERSTAND 1.2

The crow, responding to the curiosity of the deer and jackal, shares a story about an innocent old vulture and a cunning cat. This tale takes place near the Ganges River on

Notes

- ***Griddha-koota***: in Sanskrit vulture peak
- ***Jaradgave***: in Sanskrit old and worn-out
- ***Dirghakarna***: in Sanskrit long ears
- **Nestlings:** birds that are too young to leave the nest
- **Prudently:** in a way that shows care and thought for the future

a hilly peak with a giant fig tree. The vulture, named Jaradgave, had lost his eyes and talons and relied on the other birds for small shares of their meals. One day, a cat named Dirghakarna arrived with the intention of eating the vulture's nestlings. He decided to approach the vulture and gain his confidence. He introduced himself to the vulture, who initially threatened to kill him. However, the cat made a plea for his life. He questioned whether one should be judged solely based on their race and suggesting that one's actions should also be considered.

INTEXT QUESTIONS 1.2

1. What had Jaradgave, the vulture, lost due to misfortune?

   a) His eyes and beak

   b) His wings and talons

   c) His talons and eyes

   d) His feathers and beak

2. Why did the other birds on the tree give the vulture small shares of their meals?

   a) Because they were related to him

   b) Because they were friends

   c) Out of pity for his condition

   d) To keep him away from their food

3. Why did the cat, Dirghakarna, approach the vulture, Jaradgave?

   a) To challenge him to a fight

   b) To share a meal

   c) To ask for directions

   d) To eat the vulture's nestlings

4. How did the vulture initially react when he saw the cat?

   a) He welcomed the cat

   b) He asked the cat to leave

c) He invited the cat for a meal

d) He shared his food with the cat

5. What lesson does the can consider when faced with the vulture?

a) One should fight fearlessly

b) One should be brave no matter the cost

c) One should face fear prudently when it is near

d) One should never trust a predation.

1.3 SECTION III

Hearing this the vulture said, "Speak up, what brings you here?" The cat said, "I bathe everyday in the Ganges, take no flesh to eat, practise **celibacy** and observe ***chandrayan-vrats***." He further added, "All the birds speak high off you as 'devoted to dharma and knowledge besides being a trustworthy fellow'. Since you are a **veteran** in age and knowledge, I have come to hear from you of righteousness. But you are such a righteous person that you are ready to kill me, the one who is your guest while righteousness of householders has been described thus:

As trees do not deny shade and shelter
To those ones who come to cut them down,
The householders should welcome
Even the foes' visitings without letting them down.

In the absence of material-means the guest should be greeted with courteous words. Since,

Straw-mat, floor, water and courteous words are the four things
Easily available in all households to greet the guests' visitings.

Besides,

The virtuous don't deny extending their **compassion** even to the virtueless,
As the moon doesn't dim its light over the house of an outcast in distress.

Moreover,

The guests returning ungreeted from your door,
Exchange their sins for your virtues, take it for sure.

Notes

- **Celibacy:** state of being unmarried
- ***chandrayan-vrats*:** an Indian ritual for fasting based on the moon-cycle
- **Veteran:** experienced
- **Compassion:** concern

Furthermore,

The lowest-born's arrival as a guest at the highest-born's household
Must be greeted with due honour, since guests are gods-manyfold."

Hearing all this, the vulture uttered, "I said so because nestlings live here and cats love meat." At this the cat, with a pretence of piety, immediately bowed down to touch the ground and then his ears, only to say, "Having listened to the holy scriptures and given up all sorts of passions I have taken vow to follow the *Chandrayana-vrat.* Despite having many disagreements among themselves all holy scriptures **unanimously** consent to the view that nonviolence is the supremest act of righteousness. As is stated:

Marked by nonviolence, tolerance and lending a helping hand,
Such are the people who leave for divine and heavenly land.

Dharma is the only friend accompanying soul post death,
All else on this earth decays for sure with the body's death.

Behold the contrast among creatures' plight,
One feasts on flesh, the other loses life's flight.
That "I must die" is a worry that causes sorrow,
That none else in words or by **inference** can follow.

Listen to this as well,

When a hungry stomach can be sated with self-grown greens and vegetables,
Who would commit such a grave sin as killing that is not **indispensable**?

Thus, having won the confidence of the vulture, the cat started staying into the tree's hollow. After a few days had passed, the cat began to catch the young birds and brought them to the hollow daily to eat. The birds whose young ones had been devoured lamented in sorrow, searching for them here and there. Upon knowing this, the cat left the hollow and fled. In between, the distressed birds found the bones of their chicks inside the hollow of the tree. They then said, "This wicked vulture has eaten our young ones." After a decision taken unanimously, all the birds killed the old vulture.

LET US UNDERSTAND 1.3

As the cat started criticising, the vulture felt guilty. He explained that he was concerned about the nestlings' safety since cats are known to prey on birds. The cat continued to

Notes

- **Unanimously:** without opposition
- **Dharma:** in Sanskrit righteousness
- **Inference:** reasoning
- **Indispensable:** absolutely necessary

Notes

pretend to be genuinely pious and convinced the vulture that he had given up violence and was a follower of nonviolence. As a result, the vulture allowed the cat to stay in the hollow. However, the cat's true intentions were revealed when he started catching and eating the young birds. The distressed birds discovered the bones of their chicks in the hollow. This led to the birds turning against the vulture, accusing him of the act and eventually killing him.

INTEXT QUESTIONS 1.3

1. What did the cat claim to do as part of his daily routine?

   a) Bathe in the Ganges

   b) Eat flesh

   c) Practice celibacy

   d) Practice violence

2. What reason does the cat give for coming to the vulture?

   a) To ask for directions

   b) To learn about righteousness and dharma

   c) To challenge the vulture to a fight

   d) To warn abut a danger

3. How did the vulture respond when the cat quoted scriptures and ethics regarding hospitality?

   a) He welcomed the cat

   b) He killed the cat

   c) He explained his initial suspicion

   d) He asked the cat to leave

4. What argument does the cat use to convince the vulture of its harmlessness?

   a) He claims to ba a vegetarian

   b) He promises to leave immediately

c) He says he loves all birds

d) He offers to protect the nestlings

5. How did the other birds react when they discovered the bones of their missing chicks in the vulture's hollow?

a) They thanked the vulture for taking care of their chicks

b) They blamed the cat for the missing chicks

c) They killed the vulture in anger

d) They forgave the vulture for the loss

Notes

- **Benevolent:** kind

1.4 SECTION IV

"That is why I warned you of friendship with a person of unfamiliar family and character", Subuddhi concludes his story.

Hearing this, the jackal said angrily, "Even your family and character were not known to the deer on the very first day you met him; then how does it come that your friendship with him delves deep day by day? Besides,

Where there is no scholar, even less learned is praised,
As in the treeless lands, castor plants as trees are gazed.
Self and other are the petty concerns of selfish and narrow minds,
While the whole Earth is a family for **benevolent** and broad minds.

As the deer is dear to me, so are you too."

Interrupting the jackal, the deer said, "This debate is unnecessary. Let's all live together with faith, friendship and affection because,

None is none's either friend or foe,
It's only behaviour that makes us so."

"As you wish!" said the crow and the following day, early in the morning, all of them left for the place they wanted to.

LET US UNDERSTAND 1.4

The crow, Subuddhi, warns the deer not to trust a stranger, using the tale of vulture and cunning cat as an example. He emphasises the importance of knowing the character and background of someone before forming a deep friendship. The cat

Notes

pretended to be righteous but eventually betrayed the vulture by eating the vulture's nestlings. Subuddhi's point is that trust should not be given lightly. The jackal, however, questions Subuddhi's own friendship with the deer, pointing out that Subuddhi was also a stranger to the deer when they first met. The jackal argues that true friendship should not be based on selfish concerns but on broader, benevolent values. The deer, wanting to avoid unnecessary debate, suggests that they all live together in faith, friendship, and affection.

INTEXT QUESTIONS 1.4

1. What was Subuddhi's warning regarding friendship with unfamiliar individuals?

   a) It leads to unnecessary debates

   b) It can result in deep and lasting friendships

   c) It should be embraced without hesitation

   d) It may bring about potential harm

2. How did the jackal respond to Subuddhi's story and warning?

   a) With anger and frustration

   b) With joy and laughter

   c) By leaving the forest

   d) By praising Subuddhi

3. According to the jackal, what matters more in a friendship than knowing someone's family and character?

   a) Scholarly knowledge

   b) Broad-mindedness

   c) Selfishness

   d) Behaviour

4. How did the deer respond to the debate between the jackal and the crow?

   a) He agreed with the jackal

b) He suggested to live together in faith and friendship

c) He asked Subuddhi to leave

d) He challenged the jackal to a fight

5. Why does the deer find the debate unnecessary?

a) Because it districts from the group's survival

b) Because it is impossible to find a solution

c) Because mutual respect and good behavious are more important

d) Because the deer wants to avoid any responsibility

1.5 SECTION V

Once in private the jackal said to the deer, "Dear friend! In this forest, there is a lush and fertile field of grains. I will lead you there and show the same." This way the deer started visiting the field every day to graze on the grains. One day it happened that the owner of the field saw the deer grazing in his field and set a trap to catch the deer. Subsequently, the deer got caught in the trap and thought, "Who else but my friend, the jackal, can save me from this deadly trap of time?" In between the jackal appeared and started thinking, "So far my cunning plan has worked out well to fulfill my desire, and once the deer is **butchered**, there will be plenty of meat and blood dipped bones for my feast as I wish." Seeing the jackal the deer got cheerful and said enthusiastically, "Friend! Quickly sever my bonds and save me soon. As,

Fast friend, true valiant, strong character, loving wife and caring kin;
All are tested in times of crisis, war, debt, **penury** and sorrow's inn.
Kins join you in adversity, famine and the overthrow of kingdom;
They stand by you at both the King's gate and the crematorium."

The jackal at first observed the snare carefully to get convinced that it is fastened tightly and then said, "Since these nooses are made up of strings I cannot touch them with my teeth today on Sunday. Dear friend! If you don't mind, I will do whatever you say in the morning." With these words he hid himself at a nearby place.

LET US UNDERSTAND 1.5

In this part of the story, the jackal lures the deer into a fertile grain field, which becomes a daily grazing spot for the deer. The owner of the field eventually notices the

Notes

- **Butchered:** slaughtered
- **Penury:** extreme poverty

Notes

deer and sets a trap to catch it. When the deer finds himself trapped, he realises that only the jackal can save him. The jackal, on the other hand, sees this as an opportunity to fulfill his desire for a feast of deer meat. When he appears at the scene, the deer pleads with the jackal to free him quickly, emphasising the importance of friends and family in times of crisis. However, the jackal, feigning reluctance, pretends that he cannot release the deer on that particular day (Sunday) due to some superstitious reason involving not touching the snares made of strings. He suggests waiting until morning to help the deer. Then the jackal hides nearby, planning to enjoy the deer as his meal.

INTEXT QUESTIONS 1.5

1. What does the jackal offer to do for the dear to fulfill his plan?

   a) Ttake the deer to a lush field of grains

   b) Invite the deer to a party in the forest

   c) Offer the deer a gift of meat

   d) Challenge the deer to a race

2. How did the deer get caught in the trap in the lush field of grains?

   a) The owner of the field set a trap for the deer

   b) The jackal intentionally led the deer into the trap

   c) The deer was careless and walked into the trap

   d) The deer was playing a game and got stuck in the trap

3. What was the deer's hope regarding the jackal when he found himself trapped?

   a) The jackal would leave him to die

   b) The jackal would share the meat with him

   c) The jackal would save him from the trap

   d) The jackal would bring the owner of the field

4. How did the jackal respond when the deer asked him to save him from the trap?

a) He immediately tried to free the deer

b) He told the deer he couldn't help on a Sunday

c) He started crying and left the scene

d) He offered to share the meat with the deer

5. Where did the jackal hide after refusing to help the deer immediately?

a) In the deer's residence

b) In the trap

c) At a nearby place

d) In the field of grains

1.6 SECTION VI

On the other hand, the crow, not finding the deer at home, got worried and started looking for him here and there and finally found him in the snare. Shocked at his plight the crow asked, "Dear Friend! What is this?" The deer replied, "The consequence of ignoring my friend's advice. As is said,

Those who ignore the words of their well-wishing friends,
Do invite **catastrophe**, and please their foes' evil intents."

The crow enquired, "Where is that deceiver?"

"Greedy for my meat, would be sitting somewhere nearby only," replied the deer.

The crow said, " I had already warned you that:

'Since I haven't harmed him, so he will not harm me'
Is not applicable to scoundrels' way;
Because without thinking of virtue and vice,
They always make gentlemen their prey.

Moreover,

Standing at the gate of death, none does smell, hear and see,
Extinguished lamp, friend's words and the star of ***Arundhati***.
A friend spoiling work behind and speaking sweetly in your face,
Is like a poison-pot with the milk-smeared mouth, never to embrace."

Notes

- **Catastrophe:** disaster
- ***Arundhati*:** In Hindu mythology, Arundhati is often associated with fidelity and devotion. This part of the statement could symbolise the fading of spiritual or emotional connections as death draws near

Notes

- **Inflated:** distended through being filled with air or gas
- **Stiffened:** make or become stiff or rigid

And then with a grave sigh of sorrow the Crow exclaimed, "Oh, cheat Jackal! Why did you commit such a sinful act? It is well known that–

Those who hope, trust, beg for money,
And are subjugated to honey-words and deceitful behaviour,
Such people are not difficult to be cheated
And ensnared by the crooked ones anywhere.
O Mother Earth! How do you nurture and care those deceitful things,
Who deceives the benevolent, trusting, and simple-hearted beings?
Friendship with the wicked, one must refrain,
For hot embers scorch, and cold embers stain.
For he speaks sweetly is no reason to trust a wicked one,
It's only his tongue that is sweet, his heart is full of poison."

Then in the morning the crow saw the owner of the field approaching, with a stick in his hand. Seeing him, the crow said, "Friend Deer! Lie here with an **inflated** belly and **stiffened** legs as if you are dead. The moment I utter a sound, jump up quickly, leave the ground and run away." Soon the owner of the field saw the deer and with eyes wide apart with joy said, "Wow! It died itself" and with these words he opened the noose of the deer and started collecting the net. The deer did the same as was suggested by the crow. Hearing the sound of the crow behind him the deer swiftly rose and fled away. Witnessing this, the owner of the field threw his stick in such a way that it killed the jackal with a thud and the deer got a narrow save.

LET US UNDERSTAND 1.6

The worried crow finds the trapped deer and ask what happened. The deer explains that he fell into this predicament because he ignored the crow's advice to be cautious of the jackal. The crow inquires about the jackal's whereabouts, and the deer believes

the jackal is nearby, waiting to benefit from his misfortune. The crow expresses regret for not heeding the warning signs about the jackal and highlights the dangers of trusting deceitful individuals. As the owner of the field approaches, the crow advises the deer to pretend to be dead. The owner releases the deer, believing it to be dead, and the deer escapes. The owner throws a stick and the jackal died.

The story serves as a cautionary tale about the consequences of trusting deceitful and untrustworthy individuals. It further highlights, the importance of heeding the advice of well-meaning friends. The crow's wisdom and the deer's fortunate escape show the importance of to be careful and inightful in relationships and decision-making.

Notes

INTEXT QUESTIONS 1.6

1. What did the deer say about his situation to the crow?

   a) He blamed the crow for his troubles

   b) He accepted it as a consequence of ignoring advice

   c) He said he was enjoying a meal in the snare

   d) He accused the crow of betrayal

2. Where did the deer believe the jackal was when he got caught in the trap?

   a) Far away from the scene

   b) Watching from a distance

   c) Sitting nearby and waiting

   d) Seeking help from the owner of the field

3. How did the crow express his disappointment and sorrow over the jackal's actions?

   a) He sang a cheerful song

   b) He scolded the deer for trusting the jackal

   c) He called the jackal a cheat and questioned his actions

   d) He celebrated the deer's escape

Notes

4. How did the crow help the deer escape when the owner of the field arrived?

   a) By pretending to be dead

   b) By attacking the owner of the field

   c) By signaling to the jackal for help

   d) By negotiating with the owner of the field

5. What happened to the jackal in the end?

   a) The crow saved the jackal from harm

   b) The owner of the field killed the jackal

   c) The jackal managed to escape

   d) The jackal helped the deer escape and ran away

CHARACTER SKETCHES

The Crow

The crow is depicted as a cautious and wise character. He initially doubts the fox's intentions and warns the deer about the fox's motives. The crow's wisdom and concern for its friend, the deer, play a pivotal role in the story's outcome. He ultimately takes action to save the deer from the farmer's trap. Through this the crow demonstrates the value of loyalty and intelligence.

The Deer

The deer is portrayed as somewhat naive and easily swayed by the fox's sweet words. He initially trusts the fox despite the crow's warnings. However, the deer realises his mistake and shows remorse for not heeding the crow's advice. He also follows the crow's guidance during the critical moment, showcasing a willingness to learn from its mistakes.

The Jackal

The Jackal is characterised as cunning and deceitful. It desires to eat the plump and healthy deer and employs manipulative tactics to gain the deer's trust. The jackal's cleverness is evident when he successfully leads the deer into the farmer's field. He represents the deceptive and untrustworthy character in the story.

DO YOU KNOW

- The *Hitopadesha* is written in the Sanskrit language.
- The *Hitopadesha* is organised into four books, and this story is the second story from Book 1, titled as *Mitralabha* or ‘How to Gain a Friend’.
- The content and style of the stories can be traced back to the ancient Sanskrit treatises called the *Panchatantra*.

Notes

LET’S LEARN

GRAMMAR

Read the following sentences:

a) The deer got caught in the trap.

b) In the forest, there lived a crow and a deer in fast friendship.

c) Once a jackal saw the healthy, fleshy and plumpy deer roaming freely in the forest.

d) In its hollow there dwelt a vulture named *Jaradgave.*

Notice that all the events took place in the past. Also note that no helping verb is used in the above sentences. Such use of verbs is called the **Simple past**.

In case of **regular verbs**, the Simple past tense is formed by adding ‘-ed’ or ‘-d’ to the verb in its bare form.

For example: ‘work’ becomes ‘worked’

‘live’ becomes ‘lived’

‘want’ becomes ‘wanted’

Irregular verbs don’t follow a consistent pattern for forming the past tense. Instead they change in unique ways.

For example: ‘go’ becomes ‘went’

‘come’ becomes ‘came’

'see' becomes 'saw'

'catch' becomes 'caught'

The Past Tense is used when you want to say that a situation existed in the past over a period or an activity took place regularly in the past.

The negative of both regular and irregular verbs that are used in past tense is formed with **did not + verb** without changing the form of the verb.

a) He did not see the movie.

b) Ravi did not tell a lie.

c) Shyam did not go for the picnic.

The Interrogative is formed by changing the position of 'did' and placing it before the subject and without changing the form of the verb.

a.) Did he see the movie?

b) Did Ravi tell a lie?

c) Did Shyam go for the picnic?

Notes

INTEXT QUESTIONS 1.7

1. Complete the following narration by using the verbs given in the brackets in the simple past tense.

   i) When Sunil Gavaskar was born, a relative............ (come) to see him in the hospital.

   ii) His name .... (is) Mr. Narayan Masurekar and he had sharp eyes.

   iii) He .... (notice) that the newborn baby .... (has) a hole on his ear.

   iv) The next day when he............. (go) again and picked up the baby, he .... (find) that the hole was missing.

   v) Everyone..................... (start) searching for the missing baby. At last Sunil was found sleeping beside a fisherwoman.

2. Rewrite the following sentences in the negative:

i) I played cricket with my friends.

ii) My aunt went to Bombay during the holidays.

iii) He obeyed the rules of the camp.

iv) He came to school on foot. 5

v.) He returned home after the show.

3. Rewrite the following sentences in the Interrogative.

i) Ravi slept during the day.

ii) Shekhar went for a swim in the pool.

iii) He accepted the offer. 4

iv) India became a Republic on 26th January 1950.

v) They wanted to help the poor children.

LITERARY DEVICES

Personification

Personification is a literary device where human qualities are attributed to non-human entities or inanimate objects. It gives human-like traits such as emotions, behaviors, or actions to things that are not human.

Example: "The wind whispered through the trees."

In this example, the wind is personified as it is given the human-like quality of whispering. Of course, wind doesn't actually whisper. But by personifying it, the writer creates a vivid image that helps the reader to imagine the scene more clearly.

In this lesson, personification is used as the crow, the deer and the jackal were given some human-like qualities, characteristics, and emotions.

Fable

Fable is a kind of story that attributes human characters to non-human beings and teaches moral lessons or teachings.

Example: "The Tortoise and the Hare"

In this well-known fable, the story revolves around a race between a slow-moving tortoise and a fast-paced hare. Despite his natural speed advantage, the hare becomes overconfident and takes a nap during the race, allowing the tortoise to steadily progress and eventually win the race. The moral lesson of the fable is that "slow and steady wins the race."

Likewise, this story "The Crow and the Deer" features animals and conveys a lesson that we should not believe anybody unknown at first. Therefore, we call it a fable.

INTEXT QUESTIONS 1.8

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Read the poem and find out where personification is used.

VOCABULARY ENRICHMENT

Suffix and Prefix

Sometimes you make a new word by adding a prefix or a suffix.

For example, to say that someone sang very well you add '-ly' **at the end** of 'beautiful' and form a new word 'beautifully.' Here, '-ly' is an example of a **suffix**.

Therefore, a suffix is a group of letters added to the end of a word to modify its meaning or change it into a different word. Common suffixes include:

- -er: One who (e.g., teach+er = teacher)
- -ful: Full of (e.g., beauty+full = beautiful)
- -tion: Action or process (e.g., celebrate+tion = celebration)

Likewise, to say that the deer was not aware of the intention of the fox you add 'un-' **to the beginning** of 'aware' and form a new word 'unaware'. Here, 'un-' is an example of a **prefix**.

Hence, a prefix is a group of letters added to the beginning of a word to change or enhance its meaning. Common prefixes include:

- Re-: Again (e.g., Re+write = rewrite)
- Pre-: Before (e.g., Pre+view = preview)
- Mis-: Wrongly (e.g., Mis+understand + misunderstand)

INTEXT QUESTIONS 1.9

Add the correct prefix or suffix to the following words to make new words:

1. ___comfort
2. quick___
3. care___
4. ___balance
5. ___do

LET'S DO

Think of two animals or objects with contrasting characteristics. Develop a short narrative that involves these characters facing a problem or challenge. Include a moral lesson or message that the story conveys.

LET'S TALK

Discuss why the dogs are categorised as domestic animals and wolves are not.

WHAT YOU HAVE LEARNT

- The story highlights the significance of trust and genuine friendship.
- It is essential to consider the advice of trusted friends when faced with uncertain situations.
- When friends work together and support each other, they can overcome challenges and adversity.

Notes

TERMINAL QUESTIONS

1. What was the jackal's plan to deceive the deer?
2. What does the jackal mean when he says, "Where there is no scholar, even less learned is praised"?
3. How did the story-within-a-story end, and why did the birds decide to take action against the vulture?
4. How did the deer get caught in a trap in the lush field?
5. How did the crow help the deer escape from the owner of the field?
6. What was the outcome for the jackal in the end?
7. What lessons can be learned from the story?

ANSWERS TO INTEXT QUESTIONS

1.1

1. b) Champakvati
2. b) Deer and Jackal
3. c) To become friends
4. b) Don't trust the jackal as he's a stranger
5. c) He ignored the crow's advice

1.2

1. c) His talons and eyes
2. c) Out of pity for his condition
3. d) To eat the vulture's nestlings
4. b) He asked the cat to leave
5. c) One should face fear prudently when it is near

1.3

1. c) Practice celibacy
2. b) To learn about righteousness and dharma
3. c) He explained his initial suspicion
4. a) He claims to ba a vegetarian
5. c) They killed the vulture in anger

1.4

1. d) It may bring about potential harm
2. a) With anger and frustration
3. b) Broad-mindedness
4. b) He suggested to live together in faith and friendship
5. c) Because mutual respect and good behavious

1.5

1. a) Take the deer to a lush field of grains
2. a) The owner of the field set a trap for the deer
3. c) The jackal would save him from the trap
4. b) He told the deer he couldn't help on a Sunday
5. c) At a nearby place

1.6

1. b) He accepted it as a consequence of ignoring advice
2. c) Sitting nearby and waiting
3. c) He called the jackal a cheat and questioned his actions
4. a) By pretending to be dead
5. b) The owner of the field killed the jackal

Notes

1.7

1. i) came ii) was iii) noticed, had iv) went, found v) started

2. i) I did not play cricket with my friends.
   ii) My aunt did not go to Bombay during the holidays.
   iii) He did not obey the rules of the camp.
   iv) He did not come to school on foot.
   v) He did not return home after the show.

3. i) Did Ravi sleep during the day?
   ii) Did Shekhar go for a swim in the pool?
   iii) Did he accept the offer?
   iv) Did India become a Republic on 26th January 1950?
   v) Did they want to help the poor children?

1.8

- The cloud is described as "lonely," attributing human emotions to it.
- The daffodils are in "host," implying a gathering of people rather than flowers.
- The daffodils are described as "fluttering and dancing," actions typically associated with living beings rather than plants.

1.9

1. dis
2. ly
3. ful/fully
4. im
5. un

2

MARY KOM'S INTERVIEW

Do you like playing sports? Is playing a sport really important for children? Do you think everyone should participate in sport's activities? Which is your favourite sport? Who is your favourite sportsperson? Can you think of a few names? Do you cheer for India during world cups and championship matches? Do you want to become a sports star yourself? Come! Let us get to know a sports sensation of India, a living legend in the field of boxing.

M. C. Mary Kom is an Indian boxer who has earned many medals, awards, and titles worldwide by playing her favourite sport, Boxing. She has won World Boxing Championships six times. She is unparalleled. She is so magnificent in this sport that she has been nicknamed 'Magnificent Mary'. Do you know Mary Kom continued and completed her secondary schooling from NIOS? Yes! She is one of us. Let us now get to know her.

LEARNING OUTCOMES

After completing this lesson, the learner:

- Recognises the genre of interview as a literary text by close reading, and interpreting possible meanings;
- Identifies northeastern India;
- Explains the exceptional qualities like hard work, determination, and dedication;
- Illustrates the accomplishment of sports personnel and their contributions to the nation;
- Composes write ups in expository styles from their own experiences.

2.1 MARY KOM

Mangte Chungneijang Mary Kom is an Indian boxer born (24th November, 1982) to Mr. Mangte Tonpa Kom and Mrs. Saneikham Kom in a village named Sagang in the Churachandpur district of the state of Manipur in India. As per tradition, she was named Chungneijang after her maternal grandmother. Mary Kom was born in an **underprivileged** family of the Kom tribe in Manipur, India. Soon after she was born, her parents moved to a different village **to make ends meet**. Therefore, she was raised in a small village known as Kangathei in Manipur. Her father worked as a tenant farmer to support the family there; it was a **hand-to-mouth situation** for them.

Mary Kom grew up in humble surroundings and was the eldest of the three children. She helped her father in farm-related chores and helped her mother in household chores, along with going to school and playing that she liked the best. She was a good athlete. She participated in all kinds of sports, namely, volleyball, football, athletics, etc. She started training in athletics, but soon her passion for boxing was ignited when boxer Dingko Singh returned to Manipur with a gold medal from the Asian Games in 1998. She was inspired beyond measure, so much so that she enrolled herself for training in boxing without telling her parents.

Fig. : 2.1

This journey to the World Championship was not an easy one for Mary Kom. Her parents and her neighbours rejected the idea of boxing for her initially. Since boxing is considered unsuitable for women by many, Mary Kom hid her passion for boxing from her family. She was a **considerate** daughter. She knew the condition of the

Notes

- **Underprivileged:** deprived
- **To make ends meet:** earn just enough money to live on
- **Hand-to-mouth:** in poverty
- **Considerate:** careful, not to harm others

family. She understood that boxing could lead to injuries, and her family did not have the money to treat those injuries. Mary Kom left home to train herself and continued her training and studies at the Sports Authority of India, Imphal, the capital city of Manipur. She began her training in boxing under Coach M. Narjit Singh. Soon the family saw her picture in the newspaper for winning the Manipur State Boxing Championship in 2000. Seeing their daughter's **prolific** performances and innate talent for boxing, they could not continue to disregard her plea to play the game she loved the most. Since then, there was nothing stopping her.

Mary Kom dominated the ring for several years. She took a short break after her marriage when she gave birth to twins in 2007. After having kids, **reinstating** her training regime was not an easy task at all. Still, she came back sturdier than ever. She won a silver medal in 2008 at the Asian Women's Boxing Championship in India, followed by a gold medal in 2008 at the AIBA Women's World Boxing Championship in China, and so on. She went on to **add many feathers to her hat**. Mary Kom never compromises hard work, determination, dedication, and confidence. Be it in the training or the ring. This makes her the perfect role model for the young generation.

Notes

- **Prolific:** abundant
- **Reinstating:** restore to former position or state
- **Add many feathers to her hat:** achievements to be proud of

LET US UNDERSTAND 2.1

This section details Mary Kom's background, her journey into Boxing, the initial challenges she faced, and her impressive achievements as a boxer. It emphasises her status as a role model for aspiring athletes. She was born in an underprivileged family of the Kom tribe in the village of Sagang in the Churachandpur district of Manipur, India. Her parents moved to the village of Kangathei to make ends meet, where she was raised. Despite facing financial hardships, she pursued her passion for boxing, inspired by Dingko Singh's success. Initially met with resistance from her family and community due to societal norms against women in boxing, Mary Kom persevered and trained secretly. Her dedication and talent eventually won her family's support, and she went on to achieve great success in Boxing. Her career included winning medals at Asian and World Championships, even after a break for childbirth, making her an inspiring role model for her unwavering commitment, determination, and confidence.

INTEXT QUESTIONS 2.1

1. When did Mary Kom got her first Medal for winning boxing championship

   a) Manipur State Boxing Championship in 2000

Notes

b) Asian Women's Boxing Championship in 2008

c) Women's World Boxing Championship in 2008

d) Asian Games in 1998

2. Why did Mary Kom's parents reject the idea of her boxing?

3. Why did Mary Kom leave home?

4. What are those attributes Mary Kom never compromises on?

DO YOU KNOW? 2.1

- Northeast in India is the easternmost region of India. It is an integral and imperative part of our country.
- There are eight states in the northeastern part of India. They are Arunachal Pradesh,Assam, Manipur, Meghalaya, Mizoram, Nagaland, Tripura, andSikkim.
- The first seven states are landlocked together, and are generally referred to as Seven Sisters. In recent times, Sikkim is also considered a part of the northeastern states of India, making it a total of seven sisters and a brother (just kidding).
- The northeastern region of our country shares its borders with China, Myanmar, Bangladesh, Nepal, and Bhutan.

LET'S DO 2.1

Match the following northeastern states of India with their capital cities:

a)	Arunachal Pradesh	Gangtok
b)	Assam	Itanagar
c)	Manipur	Agartala
d)	Meghalaya	Kohima
e)	Mizoram	Shillong
f)	Nagaland	Aizawl
g)	Tripura	Imphal
h)	Sikkim	Dispur

Notes

Fig. : 2.2

2.2 AN INTERVIEW

Mary Kom is a name that has broken all the boundaries. Youths of today can learn from this living legend and be inspired to achieve their dreams. She is one of the many great women leaders of the world. She is a world icon for many who love sports. Sheer faith in herself, unbending hard work, and unshakable determination led Mary Kom to succeed. Let us experience Mary Kom through an interview.

Interviewer: Which is your favourite sport?

Mary Kom: Since my childhood I have loved sports, especially boxing.

Interviewer: Why did you choose boxing?

Mary Kom: On the suggestion of my athletics coach and the introduction of women's boxing I changed my discipline from athletics to boxing. Boxing was more suited to my physical attributes and what I have always loved to do. I was also inspired to try harder and strive higher by the achievements of Muhammad Ali.

Interviewer: What is the best thing about your profession?

Mary Kom: You have to take a punch in your face, no matter if you win or lose. (laughs)

Interviewer: You have been the only female boxer representing India on many occasions internationally. Did that put any additional pressure on you?

Mary Kom: No, not at all. I was pretty confident about myself. I knew.

Interviewer: What are some of your favourite childhood memories?

Mary Kom: I loved playing in the fields back home and racing with my fellow students on the way to school. Looking back now I realise that belonging to the family of a labourer actually helped to prepare my body for boxing. There were many times when my family didn't have enough food or warm clothing to go around. All this made me physically as well as emotionally tough.

Interviewer: What is the secret behind your success? What is it that you have that other women boxers don't?

Mary Kom: My secret is complete focus and concentration. Whether it's during training or in a **bout**, I never let my attention waver. I also don't stress myself out unnecessarily about the outcome of a match during a competition; I have faith in God and my training. While I do admit that my talent is unique and God-gifted, other boxers can also better their performance by working hard at training, preparation, and strategy. I also have great instinct and attitude. You may call it 'over confidence', but I always believe that I am going to win a match. I know that I can do it and nothing will make me believe otherwise.

Notes

- **Bout:** a wrestling or boxing match

Fig. : 2.3

Interviewer: What was going through your mind when you boxed your way into the sixth World Championship title?

Mary Kom: Winning the title was an incredibly emotional event for me. I remember that after I had held up my hand for the win and came down from the ring, I was overwhelmed with emotions. I had won six World Championship titles—all my struggles and hard work had borne fruit. There were so many fans who were rooting for me, many of them had come from **far-flung** places just to see me play; my husband and kids were there too, pride written large on their faces… All of this made me break down in tears.

Interviewer: Tell us about your fitness regime.

Mary Kom: You need to have both mental and physical strength to succeed in this sport. To compete in a **coveted** competition like the World Championship, I not only have to be fit to fight, but also need to have confidence. I don't rely solely on my coaches or my training schedule. I often go that extra mile to achieve the kind of fitness I want. I also rely heavily on my experience and the knowledge that I have gathered over the years.

Interviewer: How do you keep yourself motivated after so many years in the field?

Mary Kom: My successes obviously keep me motivated, but the fact that I am often competing against boxers who are younger than me makes me want to fight harder. The best part is that even if they train vigorously, they can't beat me easily. I can tell that they have a tough time fighting against me.

Notes

- **Far-flung:** distant or remote
- **Coveted:** greatly desired

Notes

Fig. : 2.4

Interviewer: You have made history by breaking Katie Taylor's record and equalling Felix Savon's as the most successful boxer in the World Championship. What does that feel like?

Mary Kom: I am very happy that I managed to break the women's record and I am now tied with Felix Savon for the men's record. Winning the World Championship six times is a historic achievement; in fact, winning it even once is no easy task.

Interviewer: We are a nation of 1.3 billion people. Where do you think a change is required to help us win medals that are proportionate with our population?

Mary Kom: I think more and more people should take up sports as a full-time career if we want more gold medals. More corporates should come in and sponsor players so that the players don't have any financial pressure and can just focus on their games.

Interviewer: Do you think interest in boxing in India will ever go beyond the Olympics?

Mary Kom: Yes, I am sure that in a few years boxing will be very popular among everyone in India, all year round.

Interviewer: What's your opinion on the future of Indian boxing?

Mary Kom: The future is very bright and I am sure many more boxers will get medals for us.

Interviewer: Do you have a message for our students?

Mary Kom: Keep trying to achieve your dreams. If it does not happen in the first trial, try the second time, try the third time, try until you achieve what you want. It was the same for me. Especially being a woman, no one believed in me being in a men's game, but I kept trying, as I believed in myself and today, I have achieved what I dreamt of. So never fail to try. Go ahead, nobody can stop you. At the end people will recognise and appreciate you. Have the will, keep fighting and never give up!

LET US UNDERSTAND 2.2

Mary Kom, an inspirational Indian boxer, broke barriers with sheer determination. In this interview, she revealed her passion for boxing, shaped by her coach's advice and Muhammad Ali's influence. Her journey as the sole female Indian boxer internationally didn't deter her. She stressed the importance of focus, belief, and attitude in her success. Winning her sixth World Championship title was an emotional pinnacle. She emphasised the need for mental and physical strength, remaining motivated by the challenge of competing against younger opponents. Mary Kom's record-breaking achievements and hope for Indian sports' future echoed her message to never give up on dreams, especially for women in traditionally male-dominated fields.

INTEXT QUESTIONS 2.2

1. Why did Mary Kom choose boxing as her sport?
2. What is the secret behind Mary Kom's success?
3. Discuss Mary Kom's fitness regime.
4. What message does Mary Kom have for the young generation?

2.3 ACHIEVEMENTS

- **Inception:** starting point

M. C. Mary Kom is the most decorated Indian athlete. She has won medals at all eight AIBA World Boxing Championships since its **inception** in 2001 (six golds, one silver, and one bronze). She is currently ranked number 1 in the AIBA world ranking as she is the only female boxer to win the highest number of gold medals, at par with Felix Savon, a Cuban boxer who is the highest-ranked male. Mary Kom is the first and only Indian female boxer to have qualified for the 2012 Summer Olympics held in

Notes

- **Trailblazer:** a person who is the first to do something

London. She won a bronze medal competing in the flyweight (51Kg) category. She is the first Indian female boxer to win a gold medal in Asian Games in 2014. And she is also the first Indian female boxer to win a gold medal in the 2018 Commonwealth Games. Mary Kom also holds a groundbreaking record of becoming the only boxer, a six-time Asian Amateur Boxing Champion.

Fig. : 2.5

For her contributions, the Government of India has honoured Mary Kom with several national awards such as Padma Shri (2006), Padma Bhushan (2013), Padma Vibhushan (2020) for sports, and Arjuna Award (2003), and Major Dhyan Chand Khel Ratna (2009) for being par excellence in boxing. She is also awarded Honnorary Doctorate by North-Eastern Hill University (2016) and Kazinanga University (2019). Mary Kom was also nominated as a member of Rajya Sabha, the upper house of the Indian Parliament, by the honourable President of India in 2016. We have a gem in the appearance of Mary Kom in our country's collection, who has added too many jewels to count to our nation's pride.

Mary Kom is a **trailblazer** against all odds. Despite coming from a humble background, in a remote location in India, regardless of having to endure numerous hardships, and being a woman, who is interested in a sport usually considered for men, Mary Kom fought against all odds to achieve her dream. She has quietly overcome all obstructions of her life and is unparalleled in the field of boxing. Today, she is a source of inspiration to all the women and men alike in India and abroad. She is the champion of the champions.

Notes

Let's have a look at this table showcasing Mary Kom's achievement at a glance:

Olympic Games

Medal	Year	Venue	Category
Bronze	2012	London	Flyweight

World Championships

Medal	Year	Venue	Category
Gold	2002	Antalya	Pinweight
Gold	2005	Podolsk	Pinweight
Gold	2006	New Delhi	Pinweight
Gold	2008	Ningbo City	Pinweight
Gold	2010	Bridgetown	Light flyweight
Gold	2018	New Delhi	Light flyweight
Silver	2001	Scranton	Light flyweight
Bronze	2019	Ulan-Ude	Flyweight

Fig. : 2.6

Notes

Asian Games

Medal	Year	Venue	Category
Gold	2014	Incheon	Flyweight
Bronze	2010	Guangzhou	Flyweight

Asian Championships

Medal	Year	Venue	Category
Gold	2003	Hisar	Pinweight
Gold	2005	Kaohsiung	Pinweight
Gold	2010	Astana	Pinweight
Gold	2012	Ulaanbaatar	Flyweight
Gold	2017	Ho Chi Minh City	Light flyweight
Silver	2008	Guwahati	Pinweight
Silver	2021	Dubai	Flyweight

Commonwealth Games

Medal	Year	Venue	Category
Gold	2018	Gold Coast	Light flyweight

Asian Indoor Games

Medal	Year	Venue	Category
Gold	2009	Hanoi	Pinweight

LET US UNDERSTAND 2.3

M. C. Mary Kom, India's one of the most decorated athlete, has a stellar boxing career with six golds at AIBA World Boxing Championships, Olympic participation,

Asian Games, and Commonwealth Games gold medals. She holds six Asian Amateur Boxing titles. Recognised with Padma Shri, Padma Bhushan, Padma Vibhushan, Arjuna Award, and Rajiv Gandhi Khel Ratna Award, she is a member of the Rajya Sabha. Her inspiring journey from a humble background to global acclaim makes her a symbol of determination and achievement, inspiring both men and women in India and beyond. This section also provides a list of the achievements by this living legend.

INTEXT QUESTIONS 2.3

1. Mary Kom holds a groundbreaking record of becoming the only boxer, _______________ in Asian Amateur Boxing Championship.
2. In 2016, North-Eastern Hill University awarded Mary Kom with _______________.
3. What challenges did Mary Kom face on her journey to becoming a successful boxer?
4. What is Mary Kom's impact as a role model and inspiration to others?

LET'S DO 2.2

1. Have you watched the Olympics? Do you know how many medals India won in the Summer Olympics 2020? Find out who from India grabbed the gold, silver, and bronze. Also mention the respective sports in which they won the medals.
2. Make a list of the Women Athletes from India.

DO YOU KNOW 2.2

- Mary Kom gave birth to three sons during this journey to the championship. Later on, she and her husband also adopted a girl child.
- Mary has an active voice for cruelty against animals.
- Currently, she runs a coaching institute in her hometown for underprivileged children who are inspired in Boxing.

- Mary Kom has written an autobiography titled *Unbreakable* (2013).
- Omung Kumar directed the Hindi film titled 'Mary Kom' (2014) which is about the life and achievements of M. C. Mary Kom. Actor Priyanka Chopra plays the titular character in this biographical sports film.

Notes

LET'S LEARN

GRAMMAR

The **Simple Present Tense** is used to talk about habitual actions, general truths, and facts. It is formed by using the base form of the verb. For most verbs:

[Subject + Base Verb (+s/es for third person singular)]

Example: a) I walk to school every day.

b) The Earth orbits around the sun.

c) Water boils at 100 degrees Celsius.

To form negatives, use "do not" (don't) or "does not" (doesn't):

[Subject + Do/Does + Not + Base Verb]

Example: a) They do not like spicy food.

b) She does not like coffee.

To form interrogative sentences, use "do" or "does" at the beginning:

[Do/Does + Subject + Base Verb + ...?]

Example: Do you speak French?

Words often associated with the simple present tense include: always, usually, often, sometimes, rarely, never.

Present Continuous Tense is used to describe actions happening now or around the present moment. It is formed by using the present tense of the verb "to be" (am/are/is) and adding the present participle (verb + -ing).

Notes

Example: a) I am walking to school right now.

b) We are studying for the exam.

To form negatives, the structure would be

[Subject + am/is/are + Not + Present Participle+...]

Example: a) She is not watching TV at the moment.

b) They are not working on the project.

To form an interrogative, the structure would be

[Am/Is/Are + Subject + Present Participle + ...?]

Example: a) Are they playing football now?

b) Are you coming to the party?

Words often associated with the present continuous tense include: now, at the moment, currently, right now.

Present Perfect Tense is a verb form that indicates an action that started in the past and has a connection to the present. It is also used for actions completed at an unspecified time in the past as well as while talking about experiences in life.

In case of affirmative sentences it is formed by using the auxiliary verb "have" or "has" (depending on the subject) followed by the past participle of the main verb:

[Subject + Have/Has + Past Participle + Object]

Examples: a) I have lived in this city for ten years.

b) She has travelled extensively.

c) I have visited Paris.

d) I have just taken a shower.

You must have noticed that the time of the action is not specified, but there is a connection to the present.

Whereas Simple Present tense emphasises regularity or frequency, Present Perfect tense emphasises completion or relevance to the present.

Adverbs that are used with Simple Present tense are 'often', 'always', 'usually'.

Notes

Likewise, adverbs that are used for Present Perfect tense are 'just', 'already', 'ever', 'never', 'recently'.

To form negatives, the structure would be:

[Subject + Have/Has + Not + Past Participle+Object]

Examples: a) They have not visited us yet.

b) He has not seen that movie.

To form interrogative, the structure would be:

[Have/Has + Subject + Past Participle+Object?]

Examples: a) Have you ever been to Paris?

b) Has she completed the assignment?

Remember to use the Present Perfect Tense when describing experiences, accomplishments, or actions that started in the past but still have relevance or impact in the present.

INTEXT QUESTIONS 2.4

1. Put the verb in the correct form — Present Continuous Tense or Simple Present Tense:

   i. River Ganga ____(flow) into the Bay of Bengal.

   ii. Please turn the tap off. Water ________ (flow) down the drain.

   iii. The train is never late. It always _______ (leave) on time.

   iv. There has been an accident. The train ________ (run) late today.

   v. Can you drive? I ________ (learn). My father ______ (teach) me.

2. Put the verb in the correct form — Present Continuous Tense or Present Perfect Tense:

   i. I __________ (finish) my homework already, so I __________ (have) some free time now.

ii. They __________ (visit) Paris twice this year, and they __________ (plan) to go again next summer.

iii. She __________ (read) three books since last month, but she __________ (not / read) much this week.

iv. We __________ (not / be) to that new restaurant yet, but we __________ (hear) good things about it.

v. He __________ (travel) to many countries in his lifetime, but he __________ (never / visit) Asia before.

Notes

VOCABULARY ENRICHMENT

Words of opposite meaning or **antonyms** can be made with several words by adding prefixes like 'un-', 'im-' and '-in'.

For ex., aware-unaware

stable-unstable

mature-immature

possible-impossible

tolerant-intolerant

INTEXT QUESTIONS 2.5

Add the prefixes 'un' 'im' and 'in' to the following words and fill in the blanks. invited, important, healthy, qualified, perfect, used, visible, answered, partial, proper

1. Harish got poor marks in English because he thought it was an __________ subject and did not study.

2. I do not like to go to dinner at anyone's house,__________ .

3. Many medical centres are run by__________ doctors.

4. The magician performed a remarkable trick, making the rabbit temporarily __________ before bringing it back into view.

5. Rohit wrote to Ashok and invited him for a visit, but the letter remained__________ .

Mary Kom's Interview

Notes

6. Would you like to wear this sweater? I bought it last year but it has remained__________ so far.

7. I saw a beautiful statue in the shop, but it had a small crack on the base. I decided not to buy an __________ piece.

8. Eating too much fat and sugar is _________ .

9. To call an elderly person by his first name is __________ .

10. It is the duty of a good teacher to be _____________.

LET'S TALK

Just like Mary Kom, even we have role models, who we look up to, don't we? When they achieve great things in life, we are inspired to follow in their footsteps.

So, discuss with your friends about role models and the qualities of that person that inspire you the most.

WHAT YOU HAVE LEARNT

- Nothing is impossible if you believe in yourself.
- Your wealth, your background, the place you belong to are all secondary.
- The important thing is your hard work and determination.
- Be confident.
- Eat healthily, sleep timely, and work tirelessly towards achieving your dream.

TERMINAL QUESTIONS

1. When did Mary Kom win a gold medal for the first time in a World Championship? Where and in which category?

2. Where was the Summer Olympics held?

3. What is the name of the coach Mary Kom trained under in Imphal?

4. What made the parents of Mary Kom change their minds and allow her to continue to pursue her dream?

5. What makes Mary Kom the perfect role model for the young generation?

6. Mary Kom is the champion of the champions. Justify this statement with an explanation.

7. Mary Kom is ranked number 1 in the AIBA world ranking. Why?

8. Where did Mary Kom do her schooling?

ANSWERS TO INTEXT QUESTIONS

2.1

1. c) Women's World Boxing Championship in 2008
2. because for them boxing was considered unsuitable for women
3. to train herself and continued her training and studies at the Sports Authority of India, Imphal, the capital city of Manipur
4. hard work, determination, dedication, and confidence

2.2

1. On the suggestion of her athletics coach and the introduction of women's boxing, she chose boxing. For her, Boxing was more suited to her physical attributes and what she had always loved to do. She was also inspired by the achievements of Muhammad Ali.
2. The secret behind Mary Kom's success is complete focus and concentration. She also never stresses herself out unnecessarily about the outcome of a match during a competition. She has faith in God and her training.
3. She often goes the extra mile to achieve the kind of fitness she wants. She also relies heavily on her experience and the knowledge that she has gathered over the years.
4. They must keep trying to achieve their dreams until it is achieved. They should have believed in themselves.

2.3

1. a six-time champion

Notes

2. Honorary Doctorate

3. Mary Kom faced challenges such as coming from a humble background, enduring hardships, and breaking gender stereotypes by pursuing a sport typically considered for men.

4. Mary Kom serves as a tremendous source of inspiration to both women and men in India and abroad, breaking barriers and achieving unparalleled success in the field of boxing. She is a champion who defied the odds.

2.4

1. i) flows
   ii) is flowing
   iii) leaves
   iv) is running
   v) am learning; is teaching
2. i. have finished, have
   ii. have visited, plan
   iii. has read, hasn't read
   iv. haven't been, have heard
   v. has travelled, has never visited

2.5

1. unimportant
2. uninvited
3. unqualified
4. invisible
5. unanswered
6. unused
7. imperfect
8. unhealthy
9. improper
10. impartial

3

AN ASTROLOGER'S DAY

The short story, **"An Astrologer's Day,"** has been written by the renowned Indian writer, **R. K. Narayan**. R. K. Narayan's literary prowess has positioned him in the league of Dickens, Chekhov, Faulkner and Flannery O'Connor, among others. "An Astrologer's Day" is a thriller. It is a suspense story which describes a day in the life of fake astrologer. This story deals with various themes related to human nature, such as hypocrisies, selfishness, shrewdness and revengefulness. Let's read and find out how the story not only exposes the fake astrologer, but also highlights the gullible and superstitious people who approach him.

LEARNING OUTCOMES

At the end of the lesson, the learner:

- Recognises the narrative techniques of creating suspense and surprises;
- Discusses how superstition is the religion of feeble minds;
- Discovers the role of language in the formation of our identities and culture;
- Interprets characteristics of works of literature from colonial India.

3.1 SECTION I

Punctually at midday he opened his bag and spread out his professional equipment, which consisted of a dozen **cowrie** shells, a square piece of cloth with **obscure mystic** charts on it, a notebook and a bundle of **palmyra** writing. His forehead was **resplendent** with sacred ash and **vermilion**, and his eyes **sparkled** with a sharp abnormal **gleam** which was really an outcome of a continual searching look for customers, but which his simple clients took to be a **prophetic** light and felt comforted.

cowrie: small sea creature with a bright, coloured external shell; used as money in the past (*kodi*)

obscure: not easy to see or understand

mystic: relating to magic or sorcery or involving magical powers

palmyra: tall, fan-leaved Palm tree whose leaves can be used for writing

resplendent: having a bright and attractive appearance

vermilion: a brilliant red pigment, used in the powdery form, by Indian wives and in rituals as *sindoor*

sparkle: to shine brightly with many small points of light

gleam: soft light that shines for a short time

prophetic: having the power to say correctly what will happen in the future

The power of his eyes was considerably enhanced by their position—placed as they were between the painted forehead and the dark whiskers which streamed down his cheeks: even a half-wit's eyes would sparkle in such a setting. To crown the effect he wound a saffron-coloured turban around his head. This colour scheme never failed. People were attracted to him as bees are attracted to **cosmos** or **dahlia** stalks. He sat under the boughs of a spreading tamarind tree which **flanked** a path running through the Town Hall Park. It was a remarkable place in many ways: a **surging** crowd was always moving up and down this narrow road morning till night. A variety of trades and occupations was represented all along its way: medicine sellers, sellers of stolen

Fig. : 3.1

hardware and junk, magicians and, above all, an **auctioneer** of cheap cloth, who created enough **din** all day to attract the whole town. Next to him in **vociferousness** came a vendor of fried groundnut, who gave his **ware** a fancy name each day, calling it Bombay Ice-Cream one day, and on the next Delhi Almond, and on the third Raja's Delicacy, and so on and so forth, and people **flocked** to him. A considerable portion of this crowd **dallied** before the astrologer too. The astrologer **transacted** his business by the light of a flare which **crackled** and smoked up above the groundnut heap nearby. Half the **enchantment** of the place was due to the fact that it did not have the benefit of municipal lighting. The place was lit up by shop lights. One or two had

Notes

cosmos: plant grown in gardens for its brightly coloured flowers
dahlia: brightly coloured garden flower with long, thin petals in a shape like a ball
flank: to be at the side of someone or something
surging: increasingly greatly and suddenly
auctioneer: person who organises the selling at an auction (*nilam*)
din: loud and unpleasant noise or mixture of noises
vociferousness: making a loud outcry and expressing something repeatedly
ware: product
flock: move or come together in large numbers
dally: waste time or do something slowly
transact: do and complete an activity
crackle: make a lot of short, dry, sharp sounds
enchantment: attractive and pleasing quality

hissing gaslights, some had naked flares stuck on poles, some were lit up by old cycle lamps and one or two, like the astrologer's, managed without lights of their own. It was a **bewildering crisscross** of light rays and moving shadows. This suited the astrologer very well, for the simple reason that he had not in the least intended to be an astrologer when he began life; and he knew no more of what was going to happen to others than he knew what was going to happen to himself next minute. He was as much a stranger to the stars as were his innocent customers. Yet he said things which pleased and astonished everyone: that was more a matter of study, practice and **shrewd** guesswork. All the same, it was as much an honest man's labour as any other, and he deserved the wages he carried home at the end of a day.

LET US UNDERSTAND 3.1

At midday, an astrologer opened his backpack and took out his professional gear, which included cowrie shells, cloth with mystic charts, a notebook and palmyra writing. He wore a saffron-coloured turban around his head, and his eyes shone with an unnatural brightness. People were drawn to him in the same way that bees are drawn to cosmos or dahlia stalks. He sat beneath a tamarind tree at Town Hall Park, where a range of trades and occupations were represented. The astrologer knew nothing about the stars, but somehow made a career by positioning himself next to the person selling fried groundnuts.

His place was lit by adjacent shop lights, gaslights, naked flares, antique cycle lamps, and without having any lights of its own. He was a hard worker who deserved the money he brought home at the end of the day.

INTEXT QUESTIONS 3.1

1. What is the profession of the protagonist in the story?
2. What were the professional equipments used by the protagonist to attract his customers?
3. Given below are a few words. Find their antonyms (words with opposite meaning from the passage and write them in the blanks given):

   Blunt ……………………………….

   Discomfort ……………………………….

Notes

hissing: making a noise like a long s sound

bewildering: confusing

crisscross: a pattern of intersecting or crossing lines

shrewd: quality of judging a situation accurately and turning it to one's own advantage

Costly ....

Complex ....

Innocent ....

Dishonest ....

4. Does the astrologer have special powers of predicting the future?

3.2 SECTION-II

He had left his village without any previous thought or plan. If he had continued there he would have carried on the work of his forefathers—namely, **tilling** the land, living, marrying and ripening in his cornfield and ancestral home. But that was not to be. He had to leave home without telling anyone, and he could not rest till he left it behind a couple of hundred miles. To a villager it is a great deal, as if an ocean flowed between.

He had a working analysis of mankind's troubles: marriage, money and the **tangles** of human ties. Long practice had sharpened his perception. Within five minutes he understood what was wrong. He charged three pies per question and never opened his mouth till the other had spoken for at least ten minutes, which provided him enough stuff for a dozen answers and advices. When he told the person before him, gazing at his palm, 'In many ways you are not getting the fullest results for your efforts,' nine out of ten were **disposed** to agree with him. Or he questioned: 'Is there any woman in your family, maybe even a distant relative, who is not well disposed towards you?' Or he gave an analysis of character: 'Most of your troubles are due to your nature. How can you be otherwise with Saturn where he is? You have an **impetuous** nature and a rough exterior.' This **endeared** him to their hearts immediately, for even the mildest of us loves to think that he has a **forbidding** exterior.

The nuts-vendor blew out his flare and rose to go home. This was a signal for the astrologer to bundle up too, since it left him in darkness except for a little shaft of green light which strayed in from somewhere and touched the ground before him. He picked up his cowrie shells and **paraphernalia** and was putting them back into his bag when the green shaft of light was blotted out; he looked up and saw a man standing before him. He sensed a possible client and said: 'You look so **careworn**. It will do you good to sit down for a while and chat with me.' The other **grumbled** some **vague** reply. The astrologer pressed his invitation; whereupon the other thrust his palm under his nose, saying: 'You call yourself an astrologer?' The astrologer felt challenged and said, **tilting** the other's palm towards the green shaft of light: 'Yours is a nature...' 'Oh, stop that,'

Notes

tilling: preparing and using land for growing crops

tangles: an untidy mass of things not in order

disposed: to be willing or likely to do something

impetuous: likely to do something suddenly, without thinking about the results of one's actions

endear: cause someone to be liked

forbidding: unfriendly and likely to be unpleasant

paraphernalia: all the objects needed for or connected with a particular activity

careworn: appearing tired, worried, and unhappy

grumble: to complain about someone or something in a disturbed way

vague: unclear

tilt: to cause to move into a sloping position

the other said. 'Tell me something worthwhile...'

LET US UNDERSTAND 3.2

The astrologer had left his town without thinking or planning ahead of time. He had a working analysis of mankind's problems, such as marriage, money and human bonds. He was paid three pies for each question and never opened his lips until the other person had spoken for at least ten minutes. It gave him enough information for a dozen responses and suggestions. He gave standard, relatable responses that involved common life realities. This immediately warmed the hearts of his clients, as even the mildest of people enjoys illusions like having a forbidding exterior. The astrologer noticed a man standing before him and asked him to sit and talk for a while. The other complained about something in an unclear manner. However, the astrologer confronted him and claimed to be an expert on human nature. The other requested something useful and of interest.

INTEXT QUESTIONS 3.2

1. Does the protagonist choose to be an astrologer by choice?
2. How could the astrologer satisfy his 'clients' ?
3. What was the signal for the astrologer to bundle up and go home?
4. Given below are a few words. Find out their synonyms (words of same meaning) from the passage and write them in the blanks given:

   i. Problem ....

   ii. Ancestor ....

   iii. Insight ....

   iv. Far off ....

   v. Ray ....

   vi. Murmur ....

Notes

piqued: slightly angry or annoyed, because someone has hurt one's feeling of pride
anna: former Indian currency in the form of a copper coin, worth one sixteenth of a rupee
fling: to throw something or someone suddenly and with a lot of force
bluffing: deceiving someone by making them think either that one is going to do something when one really does not want to do it, or that one has knowledge that one does not really have, or that one is someone else

Notes

pact: a formal agreement between two people or groups of people
hoot: a short, loud, high sound
babble: to talk or say something in a quick, confused, excited, or silly way
agitate: to make someone feel worried or angry
puffing: in this context, to smoke tobacco
ruthlessly: in a way that shows no thought or worry about pain caused to others when deciding what one needs to do
disgorge: to be forced to and unwillingly give money
mutter: to speak quietly and in a low voice that is not easy to hear
incantation: words that are believed to have a magical effect when spoken or sung
convincing: able to make one believe that something is true or right
haggling: the act of arguing about the price of something to make the seller reduce it

3.3 SECTION-III

Our friend felt **piqued**. 'I charge only three pies per question, and what you get ought to be good enough for your money...' At this the other withdrew his arm, took out an **anna**, and **flung** it out to him, saying: 'I have some questions to ask. If I prove you are **bluffing**, you must return that anna to me with interest.'

'If you find my answers satisfactory, will you give me five rupees?'

'No.'

'Or will you give me eight annas?'

'All right, provided you give me twice as much if you are wrong,' said the stranger.

This **pact** was accepted after a little further argument. The astrologer sent up a prayer to heaven as the other lit a cheroot. The astrologer caught a glimpse of his face by the match-light. There was a pause as cars **hooted** on the road, *jutka*-drivers swore at their horses and the **babble** of the crowd **agitated** the semi-darkness of the park. The other sat down, sucking his cheroot, **puffing** out, sat there **ruthlessly**. The astrologer felt very uncomfortable. 'Here, take your anna back. I am not used to such challenges. It is late for me today...' He made preparations to bundle up. The other held his wrist and said, 'You can't get out of it now. You dragged me in while I was passing.' The astrologer shivered in his grip; and his voice shook and became faint. 'Leave me today. I will speak to you tomorrow.' The other thrust his palm in his face and said, 'Challenge is challenge. Go on.' The astrologer proceeded with his throat drying up. 'There is a woman...'

'Stop,' said the other. 'I don't want all that. Shall I succeed in my present search or not? Answer this and go. Otherwise I will not let you go till you **disgorge** all your coins.' The astrologer **muttered** a few **incantations** and replied, 'All right. I will speak. But will you give me a rupee if what I say is **convincing**? Otherwise I will not open my mouth, and you may do what you like.' After a good deal of **haggling** the other agreed. The astrologer said, 'You were left for dead. Am I right?'

'Ah, tell me more.'

'A knife has passed through you once?' said the astrologer.

'Good fellow!' He bared his chest to show the scar. 'What else?'

'And then you were pushed into a well nearby in the field. You were left for dead.'

'I should have been dead if some passer-by had not chanced to peep into the well,' exclaimed the other, **overwhelmed** by **enthusiasm**. 'When shall I get at him?' he asked, **clenching** his fist.

'In the next world,' answered the astrologer. 'He died four months ago in a far-off town. You will never see any more of him.' The other groaned on hearing it. The astrologer proceeded.

LET US UNDERSTAND 3.3

The stranger challenges the astrologer to return an anna to him with interest if he can prove he is bluffing. The astrologer is able to persuade the stranger to pay him eight annas for satisfactory answers, but it comes with the clause that if the astrologer is wrong, he has to pay back twice as much. At one point the astrologer wanted to quit, but the stranger gripped his wrist and declared that he could not back out then. The astrologer shivered under his control and his voice turned faint. Even though the astrologer tried giving him a different day, the other declined.

Fig. : 3.2

Notes

overwhelmed: to be filled with sudden, strong emotion, that is too much to manage

enthusiasm: a feeling of energetic interest in some subject or activity and wanting to be involved in it

clench: to close or hold something very tightly, often in a determined or angry way

An Astrologer's Day

He even stopped the astrologer as he started speaking about a woman in his life. The stranger's interest revolved only around his current search. Realising that he has no other option, the astrologer revealed how the stranger had been fatally wounded, pushed into a well and left for dead. The astrologer then informed the stranger that his culprit had died four months ago in a distant place and that he would never see him again.

INTEXT QUESTIONS 3.3

1. How much fee did the astrologer charge per question?

2. How did the astrologer initially react upon seeing the stranger?

3. "Leave me today. I will speak to you tomorrow." Who is the speaker of the following words? Choose the appropriate option.

   i) The astrologer

   ii) The stranger

   iii) The shopkeeper

   iv) The narrator

4. What does the astrologer's scar symbolise in the story? Choose an appropriate answer from the given options.

   i) A physical injury

   ii) A birth mark

   iii) A reminder of his past mistake

   iv) A mark of his expertise in astrology

3.4 SECTION- IV

'Guru Nayak—'

'You know my name!' the other said, taken aback.

'As I know all other things. Guru Nayak, listen carefully to what I have to say. Your village is two day's journey due north of this town. Take the next train and be gone. I

Notes

pinch: a tiny amount of something, especially the amount that one can hold between their first finger and thumb

reflectively: in a way that shows that one is thinking carefully and quietly

choke: to make someone stop breathing because something is blocking one's throat

see once again great danger to your life if you go from home.' He took out a **pinch** of sacred ash and held it out to him. 'Rub it on your forehead and go home. Never travel southward again, and you will live to be a hundred.'

'Why should I leave home again?' the other said **reflectively**. 'I was only going away now and then to look for him and to **choke** out his life if I met him.' He shook his head regretfully. 'He has escaped my hands. I hope at least he died as he deserved.' 'Yes,' said the astrologer. 'He was crushed under a lorry.' The other looked **gratified** to hear it.

The place was **deserted** by the time the astrologer picked up his articles and put them into his bag. The green shaft was also gone, leaving the place in darkness and silence. The stranger had gone off into the night, after giving the astrologer a handful of coins.

It was nearly midnight when the astrologer reached home. His wife was waiting for him at the door and demanded an explanation. He flung the coins at her and said, 'Count them. One man gave all that.'

'Twelve and a half annas,' she said, counting. She was overjoyed. 'I can buy some ***jaggery*** and coconut tomorrow. The child has been asking for sweets for so many days now. I will prepare some nice stuff for her.'

Fig. : 3.3

Notes

gratified: pleased and satisfied

deserted: without any people

jaggery: solid dark sugar made in India from sugarcane and the sap of date palm trees, locally known as *gur*

swine: an extremely unpleasant and unkind person

pyol: a raised platform used to sit or even lie down, built on either sides of the main door of a house

'The **swine** has cheated me! He promised me a rupee,' said the astrologer. She looked up at him. 'You look worried. What is wrong?'

'Nothing.'

After dinner, sitting on the ***pyol***, he told her, 'Do you know a great load is gone from me today? I thought I had the blood of a man on my hands all these years. That was the reason why I ran away from home, settled here and married you. He is alive.'

She **gasped**. 'You tried to kill!'

'Yes, in our village, when I was a silly youngster. We drank, **gambled** and quarrelled badly one day—why think of it now? Time to sleep,' he said, yawning, and stretched himself on the *pyol*.

Notes

gasp: take a short, quick breath through the mouth, especially because of surprise, pain or shock

gamble: to risk money in a game of luck

LET US UNDERSTAND 3.4

The astrologer advised the stranger named Guru Nayak to take the next train for home and to never travel southward again if he wanted to live long. Sensing Guru Nayak's keenness to know whether his culprit died in a manner, apt for his wrongdoing, the astrologer clarified that a lorry had crushed him. The stranger left after that and the area had become empty. On returning home, the astrologer's wife was thrilled to know how he had received a handful of coins from a stranger. The twelve and a half annas would make it possible for her to buy the ingredients to prepare some sweets for her child. However, the astrologer felt cheated as he had been promised a full rupee.

It is only after dinner that the astrologer revealed to his wife how he was feeling light after a long time. He informed her how as a drunk youngster, he had tried to murder a man in his community after a major quarrel over a game of gambling. It is because of the sense of guilt of having the blood of a man on his hands, that he had moved and settled away from his home. But having seen Guru Nayak alive that night, he felt unburdened. Then, he stretched himself on the pyol and yawned.

INTEXT QUESTIONS 3.4

1. What motivated the astrologer to confront the stranger openly? Choose the correct answer from the options given below:

    a) Fear of exposure

b) Guilt and the need for redemption

c) The stranger's insistence on the truth

d) Desire for revenge.

2. Where was Guru Nayak's village situated?

3. When did the astrologer reach home?

4. What did the astrologer's wife plan to do with twelve and a half annas?

CHARACTER SKETCHES

The Astrologer

- He is described as a middle-aged man with an impressive turban, draped in a saffron-colored gown. His eyes are intense and scrutinising.
- The astrologer is shrewd, confident, and cunning. He has a knack for observing people and reading their reactions. He is also secretive about his past.
- He earns his livelihood by pretending to be an astrologer, using his knowledge of human nature to make accurate predictions about people's lives.

Guru Nayak

- He is a well-dressed man with a prominent scar on his face.
- Initially, he appears to be a troubled and disturbed individual, carrying the weight of a dark secret. He is desperate to find the man (astrologer) who he believes is responsible for ruining his life;
- He is the catalyst for the conflict in the story, driving the plot forward as he confronts the astrologer.

DO YOU KNOW

- This story was first published in 1947.
- It becomes the first story of R. K. Narayan's short story collection ***Malgudi Days***.
- R. K. Narayan was awarded the Sahitya Akademi Award in 1960.
- He is also the recipient of Padma Vibhushan and Padma Bhushan,

Notes

LET'S LEARN

GRAMMAR

Read the following sentences carefully:

a) I have been studying for three hours.

b) I had been studying for three hours before she called.

The first sentence indicates that the person started studying in the past, and the action is still ongoing.

The second sentence conveys that the studying occurred for a duration before another past event, which is the phone call.

In both examples, the continuous aspect emphasises the duration of the action. If it is ongoing up to the present, then it is in **Present Perfect Continuous Tense**; and if it had been ongoing up to a specific point in the past then it is in **Past Perfect Continuous Tense**.

Hence, the Present Perfect Continuous tense is used to express the duration of an action that started in the past and continues into the present. The basic structure of the sentences would be as the following:

[Subject + has/have (present perfect auxiliary) + been + present participle (base verb + -ing)]

Examples:

1. I have been studying for two hours.
2. They have been working on the project all week.
3. She has been reading that book for a while.

Likewise, the Past Perfect Continuous tense is used to describe the duration of an action that started in the past and continued up to another point in the past. This tense helps to establish a timeframe for an ongoing activity that started before another event in the past.The basic structure of the sentences would be as the following:

[Subject + had (past perfect auxiliary) + been + present participle (base verb + -ing)]

Examples:

1. I had been working for several hours when he called.
2. They had been waiting for a long time before the bus arrived.
3. She had been practicing the piano before the concert.

Understanding these tenses enhances your ability to convey the continuity and duration of actions across different time frames.

INTEXT QUESTIONS 3.5

Fill in the blanks with appropriate form of verbs:

1. She __________ (study) for her exams for three hours.
2. They __________ (work) on the project since last Monday.
3. By the time we arrived, they __________ (wait) for us for over an hour.
4. I __________ (wait) for you for more than an hour.
5. They were exhausted because they __________ (dance) at the party for hours.
6. By the time he got the job, he __________ (search) for it for six months.
7. The children __________ (play) in the garden since morning.
8. When they finally met, they __________ (talk) on the phone for hours.
9. She realized she __________ (work) on the wrong assignment all night.
10. He __________ (paint) the house for the last two days.

LITERARY DEVICES

Irony

Irony is a literary device characterised by a contrast between what is expected and what actually occurs. It often results in a humorous, surprising, or thought-provoking effect. It is a tool used by writers to convey deeper meanings or to highlight the discrepancy between appearance and reality.

Example: "The Gift of the Magi" by O. Henry

In this story, the astrologer said for Guru Nayak, "The swine had cheated me! He promised me a rupee." Yet in reality, it is the astrologer who cheated Guru Nayak by concealing his true identity and showcasing his astrological power which was false.

Notes

VOCABULARY ENRICHMENT

Phrasal Verbs

Phrasal verbs are combinations of a main verb and one or more particles (prepositions or adverbs). The meaning of a phrasal verb is often different from the individual words. For example, “take off” can mean to remove something, but as a phrasal verb, it can also mean to leave quickly, like an airplane taking off.

INTEXT QUESTIONS 3.6

1. Fill in the blanks using the correct forms of the phrasal verbs given in the box.

put back	put on	put up	put out	put off
put by	bring in	look after	climb up	make out
come up with	fall back on	to keep up with		

i. Every wise person _________ a little money for a rainy day.

ii. Please ________ the fire after you have cooked rice.

iii. She couldn’t __________ the answer during the test, so she left it blank.

iv. The meeting was __________ as the chairman was not well.

v. The children need someone to _____________ them while their parents are away.

vi. The concert organizers had to ____________ extra chairs to accommodate the unexpected crowd.

vii. Please ________ the dictionary on the top shelf after you have looked up the meaning of the words.

viii. ___________ your cardigan as it is cold.

ix. The team ________________ a great performance.

x. The cat tried to ________________ the tree to catch the elusive bird.

xi. I could not _________ what he was trying to say.

xii. The couple is always trying ________ their neighbour’s status.

xiii. If one has some savings, one can _____ them in times of need.

2. Match the table A with table B:

	Table A		Table B
i.	looked through	a)	glanced at
ii.	looked into	b)	searched for
iii.	looked after	c)	took care of
iv.	looked at	d)	examined
v.	looked for	e)	read through

Notes

LET'S DO

1. There is an error in each line with a blank alongside. The verb in each sentence is incorrect. Remember to underline the error and write the correct form of verb in the blank space alongside.

   i. At the beginning of the year, Rahul did not knew a word of Urdu.

   ii. Now he was able to read simple Urdu book without difficulty.

   iii. His parents pays special attention to his needs and encourage him.

   iv. But Atul's case has different.

   v. Instead of making progress he seeming to be going slow.

   vi. The negative factors at home causes all this differences.

2. In the following passage there are mistakes of subject-verb agreement. Go through if you can find the slips and correct them.

   i. My father giving me some money yesterday. He always gave some money whenever he is in a happy mood; but the trouble are, his happy mood does not last very long. I is waiting for his next happy mood now.

   ii. What guide the wasp or the bee when it flies home? When young bees fly out for first time, it makes short flights. The bees fly a yard or two, circle around, and then fly one. At last they know all the landmarks around the hive. Each flight is longer then the one before. These flights are not to test their wings but to get to know the country. They find their way home because they have flew over the country and seen it. They know their geography.

LET'S WRITE

1. Write a paragraph discussing how the story portrays the interplay between destiny

and individual choices, using examples from the plot.

2. Write a paragraph exploring how the contrast between light and darkness is used to convey deeper meanings about knowledge, deception, and self-discovery.

Notes

WHAT YOU HAVE LEARNT

- The astrologer's predictions are vague and general, yet his clients believe in their accuracy. This underscores the role of perception in shaping our beliefs and actions.
- People can change and seek redemption if they were given the opportunity. For ex, the astrologer was initially a deceitful and morally questionable character. However, his encounter with a man from his past leads to a transformation.
- Though it is popularly believed in the power of destiny, individuals can control their own lives.

TERMINAL QUESTIONS

1. How does the astrologer manipulate his client's palm reading?
2. What does the astrologer's interaction with his clients reveal about human nature?
3. What is the significance of the title, "An Astrologer's Day"?
4. What is the moral of the story "An Astrologer's Day" by R.K. Narayan?

ANSWERS TO INTEXT QUESTIONS

3.1

1. Astrology
2. a dozen cowrie shells, a square piece of cloth with obscure mystic charts on it, a notebook, and a bundle of palmyra writing
3. Sharp, Comfort, Cheap, Simple, Shrewd, Honest
4. No

Notes

3.2

1. No
2. He would always say relatable things which pleased his customers. His strategy was to let a customer speak for at least ten minutes. That gave him enough stuff for a variety of answers.
3. When the nuts vendor blew out his flare and rose to go home that was a signal for the astrologer.
4. Trouble, Forefathers, Perception, Distant, Shaft, Grumbled

3.3

1. Three pies per question
2. Startled and fearful
3. i) The astrologer
4. A reminder of his past mistake

3.4

1. b) Guilt and the need for redemption
2. two day's journey due north of astrologer's town
3. at midnight
4. She wanted to prepare some nice sweets for her daughter.

3.5

1. has been studying
2. have been working
3. had been waiting
4. have been waiting
5. had been dancing
6. had been searching
7. have been playing
8. had been talking
9. had been working
10. has been painting

3.6

1. i. put by

   ii. put out

Notes

iii. come up with

iv. put off

v. look after

vi. bring in

vii. put back

viii. put on

ix. put up

x. break down

xi. makeout

xii. to keep up with

xiii. fall back on

2. i. looked through — e. read through

ii. looked into — d. examined

iii. looked after — c. took care of

iv. looked at — a. glanced at

v. looked for — b. searched for

Let's Do

1. i. At the beginning of the year, Rahul did not **know** a word of Urdu.

   ii. Now he was able to read simple Urdu **books** without difficulty.

   iii. His parents **pay** special attention to his needs and encourage him.

   iv. But Atul's case **is** different.

   v. Instead of making progress he **seems** to be going slow.

   vi. The negative factors at home **cause** all **these** differences.

2. i. My father **gave** me some money yesterday. He always **gives** some money whenever he is in a happy mood; but the trouble **is**, his happy mood does not last very long. I **am** waiting for his next happy mood now.

   ii. What **guides** the wasp or the bee when it flies home? When young bees fly out **for the first** time, it makes short flights. The bees fly a yard or two, circle around, and then fly one. At last they know all the landmarks around the hive. Each flight is longer **than** the one before. These flights are not to test their wings but to get to know the country. They find their way home because they have **flown** over the country and seen it. They know their geography.

Notes

4

BHOLI

"Bholi" is a short story written by the renowned Indian author **K. A. Abbas**. It tells the poignant tale of a girl named Sulekha, majorly called "Bholi," who faces societal challenges due to her physical disfigurement and limited intelligence. The story explores themes of education, self-empowerment, and societal expectations, as Bholi embarks on a journey of self-discovery and transformation. Through the character of Bholi, Abbas sheds light on the struggles faced by marginalised individuals in a traditional society and the transformative power of education and self-confidence. The story captures the reader's empathy as it unfolds Bholi's journey from a timid girl to a more confident and empowered young woman.

LEARNING OUTCOMES

After completing this lesson, the learner:

- Recognises the need of love, encouragement, and education for the disabled to fight against their odds;
- Illustrates the importance of the usage of appropriate language according to social context;
- Constructs agreement and disagreement with reasons, and arrives at conclusions through discussion and debate;
- Argues with proper rationale by carefully evaluating premises.

4.1 SECTION I

Her name was Sulekha, but since her childhood everyone had been calling her Bholi, the simpleton.

She was the fourth daughter of Numberdar Ramlal. When she was ten months old, she had fallen off the cot on her head and perhaps it had damaged some part of her brain. That was why she remained a backward child and came to be known as Bholi, the simpleton.

At birth, the child was very fair and pretty. But when she was two years old, she had an attack of small-pox. Only the eyes were saved, but the entire body was permanently **disfigured** by deep black pock-marks. Little Sulekha could not speak till she was five, and when at last she learnt to speak, she stammered. The other children often made fun of her and mimicked her. As a result, she talked very little.

Notes

- **Disfigured:** blemished
- **Prosperous:** rich

Fig. : 4.1

Ramlal had seven children — three sons and four daughters, and the youngest of them was Bholi. It was a **prosperous** farmer's household and there was plenty to eat and drink. All the children except Bholi were healthy and strong. The sons had been sent to the city to study in schools and later in colleges. Of the daughters, Radha, the eldest, had already been married. The second daughter Mangla's marriage had also been settled, and when that was done, Ramlal would think of the third, Champa. They were good-looking, healthy girls, and it was not difficult to find bridegrooms for them.

But Ramlal was worried about Bholi. She had neither good looks nor intelligence.

LET US UNDERSTAND 4.1

This is a story of a girl named Sulekha, nicknamed Bholi, who has faced challenges since childhood. She is the fourth daughter of Numberdar Ramlal. She suffered a head injury as a baby, possibly affecting her brain. At the age of two, she had smallpox,

leaving her with disfiguring black pock-marks on her body. She couldn't speak until the age of five and stammered when she finally learned. Bholi's siblings were healthy. So Ramlal was much concerned about Bholi's future due to her lack of good looks and intelligence. This section unfolds themes of beauty, social expectations, and the treatment of individuals with differences.

INTEXT QUESTIONS 4.1

1. What incident made Bholi a backward child?
2. At what age did Bholi have an attack of smallpox? What was its effect on her looks?
3. Why did Bholi talk very little?
4. What kind of farmer Ramlal was? What was his worry about Bholi?

4.2 SECTION II

Bholi was seven years old when Mangla was married. The same year a primary school for girls was opened in their village. The ***Tehsildar*** *sahib* came to perform its opening ceremony. He said to Ramlal, "As a **revenue official** you are the representative of the government in the village and so you must set an example to the villagers. You must send your daughters to school."

That night when Ramlal consulted his wife, she cried, "Are you crazy? If girls go to school, who will marry them?"

But Ramlal had not the courage to disobey the Tehsildar. At last his wife said, "I will tell you what to do. Send Bholi to school. As it is, there is little chance of her getting married, with her ugly face and lack of sense. Let the teachers at school worry about her."

The next day Ramlal caught Bholi by the hand and said, "Come with me. I will take you to school." Bholi was frightened. She did not know what a school was like. She remembered how a few days ago their old cow, Lakshmi, had been turned out of the house and sold.

"N-n-n-n NO, no-no-no," she shouted in terror and pulled her hand away from her father's grip.

- **Tehsildar:** a revenue officer in India
- **Revenue official:** a government agent responsible for administering and collecting taxes

"What's the matter with you, you fool?" shouted Ramlal. "I am only taking you to school." Then he told his wife, "Let her wear some decent clothes today, or else what will the teachers and the other schoolgirls think of us when they see her?"

New clothes had never been made for Bholi. The old dresses of her sisters were passed on to her. No one cared to mend or wash her clothes. But today she was lucky to receive a clean dress which had shrunk after many washings and no longer fitted Champa. She was even bathed and oil was rubbed into her dry and matted hair. Only then did she begin to believe that she was being taken to a place better than her home!

Fig. : 4.2

LET US UNDERSTAND 4.2

This section marks a turning point in Bholi's life, as it offers her an opportunity for education and personal growth. In their village, a girls' primary school opens when Bholi becomes a seven-year-old girl. The Tehsildar urges Ramlal to send his daughters to school but Ramlal's wife opposes the idea, fearing it will make their daughters less marriageable. She suggests sending Bholi, who has low chances of marriage due to her appearance and lack of intelligence. Reluctantly, Ramlal decides to take Bholi to school, but she is terrified because she doesn't know what to expect. Her father insists she must wear decent clothes for her first day. Bholi, who usually receives hand-me-downs, is given a clean dress that no longer fits her sister, Champa. She is bathed and groomed, making her believe that school might be a better place than her

home. The section highlights societal expectations regarding girls' education and marriage in a rural setting and sets the stage for Bholi's journey of self-discovery.

INTEXT QUESTIONS 4.2

1. Why did the Tehsildar ask Ramlal to send his daughters to school? Give two reasons.
2. Why Ramlal's wife disagreed when he consulted her for sending her daughters to school?
3. How finally Ramlal's wife agreed to send Bholi to school?
4. Why did Bholi feel frightened at the idea of being taken to school?

4.3 SECTION III

When they reached the school, the children were already in their classrooms. Ramlal handed over his daughter to the headmistress. Left alone, the poor girl looked about her with **fear-laden** eyes. There were several rooms, and in each room girls like her squatted on mats, reading from books or writing on slates. The headmistress asked Bholi to sit down in a corner in one of the classrooms.

Bholi did not know what exactly a school was like and what happened there, but she was glad to find so many girls almost of her own age present there. She hoped that one of these girls might become her friend.

The lady teacher who was in the class was saying something to the girls but Bholi could understand nothing. She looked at the pictures on the wall. The colours **fascinated** her—the horse was brown just like the horse on which the Tehsildar had come to visit their village; the goat was black like the goat of their neighbour; the parrot was green like the parrots she had seen in the mango orchard; and the cow was just like their Lakshmi. And suddenly Bholi noticed that the teacher was standing by her side, smiling at her.

Notes

- **Fear-laden:** full of fear
- **Fascinated:** strongly attracted or interested

Fig. : 4.3

"What's your name, little one?"

"Bh-Bho-Bho." She could stammer no further than that.

Then she began to cry and tears flowed from her eyes in a helpless flood. She kept her head down as she sat in her corner, not daring to look up at the girls who, she knew, were still laughing at her.

LET US UNDERSTAND 4.3

Bholi arrives at the school, and her father hands her over to the headmistress. She is filled with fear as she observes the classrooms filled with girls of her age. Although she doesn't understand what's happening, she hopes to make a friend among them. While the lady teacher speaks to the class, Bholi is captivated by the colourful pictures on the wall. The teacher notices Bholi and asks for her name, but Bholi stammers. She bursts into tears, feeling helpless. She keeps her head down, avoiding the laughter of the other girls in the classroom.

INTEXT QUESTIONS 4.3

Complete the following sentences:

1. Bholi was ______________ when she reached school and saw so many girls of her age.

2. Bholi liked ______________ pictures on the wall.

3. The teacher, in the class, asked Bholi ______________________________.

4. Bholi stammered and ___________________ when the teacher talked to her.

4.4 SECTION IV

When the school bell rang, all the girls scurried out of the classroom, but Bholi dared not leave her corner. Her head still lowered, she kept on sobbing.

"Bholi."

The teacher's voice was so soft and soothing! In all her life she had never been called like that. It touched her heart.

"Get up," said the teacher. It was not a command, but just a friendly suggestion. Bholi got up.

"Now tell me your name."

Sweat broke out over her whole body. Would her stammering tongue again **disgrace** her?' For the sake of this kind woman, however, she decided to make an effort. She had such a soothing voice; she would not laugh at her.

"Bh-Bh-Bho-Bho," she began to stammer.

"Well done, well done," the teacher encouraged her. "Come on, now — the full name?"

"Bh-Bh-Bho-Bholi." At last she was able to say it and felt relieved as if it was a great achievement.

"Well done." The teacher patted her affectionately and said, "Put the fear out of your heart and you will be able to speak like everyone else."

Bholi looked up as if to ask, "Really?"

Notes

- **Disgrace:** bring discredit on

Notes

- **Throbbing:** beating with a strong regular rhythm

"Yes, yes, it will be very easy. You just come to school every day. Will you come?" Bholi nodded. "No, say it aloud."

"Ye-Ye-Yes." And Bholi herself was astonished that she had been able to say it.

"Didn't I tell you? Now take this book."

The book was full of nice pictures and the pictures were in colour — dog, cat, goat, horse, parrot, tiger and a cow just like Lakshmi. And with every picture was a word in big black letters.

"In one month you will be able to read this book. Then I will give you a bigger book, then a still bigger one. In time you will be more learned than anyone else in the village. Then no one will ever be able to laugh at you. People will listen to you with respect and you will be able to speak without the slightest stammer. Understand? Now go home, and come back early tomorrow morning."

Bholi felt as if suddenly all the bells in the village temple were ringing and the trees in front of the school-house had blossomed into big red flowers. Her heart was **throbbing** with a new hope and a new life.

Thus the years passed.

LET US UNDERSTAND 4.4

After school hours, Bholi remains in her corner, sobbing, too afraid to leave. The teacher's gentle voice calls to her, offering comfort and encouragement. Bholi finally masters the courage to stammer out her name with the teacher's support. The teacher affectionately reassures Bholi that with time and daily attendance, she will overcome her fear and speak like everyone else. Bholi is given a colourful picture book with words in big black letters and is told she will learn to read it in a month, followed by bigger books. She's encouraged that she will become more educated than anyone in the village, gaining respect and confidence. Bholi leaves school with newfound hope and determination. The section concludes by indicating that Bholi's life is about to change positively as she embarks on her journey of education.

INTEXT QUESTIONS 4.4

Complete the following sentences:

1. The teacher's ______________________________ address touched Bholi's

heart.

2. She felt relaxed and relieved because ________________________________.

3. Bholi could stammer her full name later because ________________________.

4. Bholi was assured by the teacher that soon in a month's time she would be able to _________________________.

Notes

4.5 SECTION V

The village became a small town. The little primary school became a high school. There were now a cinema under a tin shed and a cotton ginning mill. The mail train began to stop at their railway station.

One night, after dinner, Ramlal said to his wife, "Then, shall I accept Bishamber's proposal?"

"Yes, certainly," his wife said. "Bholi will be lucky to get such a well-to-do bridegroom. A big shop, a house of his own and I hear several thousand in the bank. Moreover, he is not asking for any dowry."

"That's right, but he is not so young, you know — almost the same age as I am — and he also limps. Moreover, the children from his first wife are quite grown up."

"So what does it matter?" his wife replied. "Forty-five or fifty — it is no great age for a man. We are lucky that he is from another village and does not know about her pock-marks and her lack of sense. If we don't accept this proposal, she may remain unmarried all her life."

"Yes, but I wonder what Bholi will say."

"What will that witless one say? She is like a dumb cow."

"May be you are right," muttered Ramlal.

In the other corner of the courtyard, Bholi lay awake on her cot, listening to her parents' whispered conversation.

LET US UNDERSTAND 4.5

The village has transformed into a small town with new developments like a high school, cinema, cotton ginning mill, and a railway station. Ramlal discusses a proposal from Bishamber for Bholi's marriage with his wife. She approves of the match, because

Notes

- **Splendour:** magnificent

of Bishamber's wealth, lack of dowry demand, and indifference to Bholi's physical and mental limitations. In another part of the courtyard, Bholi overhears her parents' hushed conversation, while they agree to the proposal without considering her feelings. This section clarifies the position of girls in the society. It also highlights that even if the locality has changed much to modernisation, the mindset of the local people has not become modern yet. It is also noteworthy that it is Ramlal, the father who is slightly concerned about Bholi's opinion. The mother, despite being a woman, does not find it relevant to seek the bride's consent.

INTEXT QUESTIONS 4.5

1. What changes came over the village in a few years?
2. How was Bishamber a well to do bridegroom?
3. Why did Bholi's mother not consult Bholi for her marriage?
4. What concerns did Ramlal have about Bishamber?

4.6 SECTION VI

Bishamber Nath was a well-to-do grocer. He came with a big party of friends and relations with him for the wedding. A brass-band playing a popular tune from an Indian film headed the procession, with the bridegroom riding a decorated horse. Ramlal was overjoyed to see such pomp and **splendour**. He had never dreamt that his fourth daughter would have such a grand wedding. Bholi's elder sisters who had come for the occasion were envious of her luck.

When the auspicious moment came the priest said, "Bring the bride."

Bholi, clad in a red silken bridal dress, was led to the bride's place near the sacred fire.

"Garland the bride," one of his friends prompted Bishamber Nath.

The bridegroom lifted the garland of yellow marigolds. A woman slipped back the silken veil from the bride's face. Bishamber took a quick glance. The garland remained poised in his hands. The bride slowly pulled down the veil over her face.

"Have you seen her?" said Bishamber to the friend next to him "She has pockmarks on her face."

"So what? You are not young either."

"May be. But if I am to marry her, her father must give me five thousand rupees."

Ramlal went and placed his turban — his honour — at Bishamber's feet. "Do not humiliate me so. Take two thousand rupees."

"No. Five thousand, or we go back. Keep your daughter."

"Be a little **considerate**, please. If you go back, I can never show my face in the village."

"Then out with five thousand." Tears streaming down his face, Ramlal went in, opened the safe and counted out the notes. He placed the bundle at the bridegroom's feet.

Fig. : 4.4

On Bishamber's greedy face appeared a triumphant smile. He had gambled and won. "Give me the garland," he announced.

Once again the veil was slipped back from the bride's face, but this time her eyes were not downcast. She was looking up, looking straight at her prospective husband, and in her eyes there was neither anger nor hate, only cold contempt.

Bishamber raised the garland to place it round the bride's neck; but before he could do so, Bholi's hand struck out like a streak of lightning and the garland was flung into the fire. She got up and threw away the veil.

Notes

- **Considerate:** showing careful thought

LET US UNDERSTAND 4.6

Bishamber Nath, a prosperous grocer, arrives with a grand wedding procession for his marriage to Bholi. The wedding is extravagant with music and decorations. Ramlal, is thrilled to see his daughter's lavish wedding, while her elder sisters envy her good fortune. During the wedding ceremony, Bishamber Nath notices Bholi's pockmarks. He demands an additional dowry of five thousand rupees, causing Ramlal to plead and eventually comply to avoid humiliation. After that when Bishamber Nath was agreed to proceed with the ceremony, Bholi suddenly unveils herself. In a bold move, she flings the garland into the fire, discards her veil and looks at Bishamber Nath with cold contempt.

Notes

- **Startled:** getting a sudden shock
- **Izzat:** honour or reputation
- **Contemptible:** detestable

INTEXT QUESTIONS 4.6

1. How was the grand procession for Bholi's wedding?
2. How did Ramlal feel about the grandeur of Bholi's wedding?
3. What condition did Bishamber lay down to marry Bholi and why?
4. What happened when Bholi's veil was removed a second time?

4.7 SECTION VII

"Pitaji!" said Bholi in a clear loud voice; and her father, mother, sisters, brothers, relations and neighbours were **startled** to hear her speak without even the slightest stammer.

"Pitaji!" Take back your money. I am not going to marry this man."

Ramlal was thunderstruck. The guests began to whisper, "So shameless! So ugly and so shameless!"

"Bholi, are you crazy?" shouted Ramlal. "You want to disgrace your family? Have some regard for our ***izzat***!"

"For the sake of your izzat," said Bholi, "I was willing to marry this lame old man. But I will not have such a mean, greedy and **contemptible** coward as my husband. I won't, I won't, I won't."

"What a shameless girl! We all thought she was a harmless dumb cow."

Bholi turned violently on the old woman, "Yes, Aunty, you are right. You all thought I was a dumb-driven cow. That's why you wanted to hand me over to this heartless creature. But now the dumb cow, the stammering fool, is speaking. Do you want to hear more?"

Fig. : 4.5

Bishamber Nath, the grocer, started to go back with his party. The confused bandsmen thought this was the end of the ceremony and struck up a closing song.

Ramlal stood rooted to the ground, his head bowed low with the weight of grief and shame.

The flames of the sacred fire slowly died down. Everyone was gone. Ramlal turned to Bholi and said, "But what about you, no one will ever marry you now. What shall we do with you?"

And Sulekha said in a voice that was calm and steady, "Don't you worry, Pitaji! In your old age I will serve you and Mother and I will teach in the same school where I learnt so much. Isn't that right, Ma'am?"

The teacher had all along stood in a corner, watching the drama. "Yes, Bholi, of course," she replied. And in her smiling eyes was the light of a deep satisfaction that an artist feels when he contemplates the completion of his masterpiece.

LET US UNDERSTAND 4.7

At her wedding, Bholi suddenly speaks clearly and loudly, surprising everyone. She refuses to marry Bishamber Nath, denouncing him as mean, greedy, and contemptible. Her family and guests are shocked, but she stands her ground, rejecting the marriage proposal. Bholi's actions lead Bishamber Nath and his party to leave, ending the ceremony abruptly. Despite her father's concerns about her future, Bholi expresses her determination to serve her parents. She decided to teach at the school from where she got education, with the teacher's support and satisfaction. Her decision to reject the marriage proposal, is a powerful statement about her self-worth and the importance of choosing a partner who respects her. The teacher's role in Bholi's journey symbolises the positive impact of education and empowerment. Bholi's newfound strength and the teacher's satisfaction with her decision suggest that Bholi's future is one of self-reliance and fulfilment.

INTEXT QUESTIONS 4.7

1. Why did Bholi refuse to marry Bishamber?
2. Bholi's decision not to marry Bishamber showed that she was now:
   a) shameless and ill-mannered
   b) bold and confident
   c) a dumb and harmless cow
   d) sharp and rude
3. What did Bholi plan to do in the future after rejecting the marriage proposal?
   a) She wanted to become a teacher.
   b) She intended to leave her family.
   c) She was going to marry someone else.
   d) She planned to live alone.
4. There was a light of deep satisfaction in the teacher's eyes. Why?

CHARACTER SKETCHES

Bholi

Bholi, the titular character, undergoes a significant development. She evolves from a timid and vulnerable girl into a strong, determined, and empowered young woman. At the beginning of the story, she is labelled as “Bholi” (meaning “simpleton”) due to her physical disfigurement from smallpox and her stammer. These challenges make her an easy target for ridicule and exclusion. Despite her initial vulnerability, Bholi exhibits determination and resilience to attend school, facing her fears and the teasing of other children. As Bholi receives support and encouragement from her teacher and gains an education, she undergoes a significant transformation. Her journey illustrates that one’s potential should not be judged solely by physical attributes or societal expectations. She defies stereotypes and proves that anyone can overcome challenges and gain self-worth through education and self-confidence. Her character serves as an inspiration, advocating for the importance of education, self-confidence, and empathy in overcoming societal challenges and discrimination.

Notes

The Teacher

The teacher is a compassionate and empathetic figure who believes in the power of education to transform lives. She is consistently supportive and encouraging towards Bholi, helping her gain confidence and overcome her limitations. The teacher serves as an advocate for Bholi’s empowerment and challenges traditional gender roles and societal prejudices by providing her with the opportunity to learn and grow. Her positive influence on Bholi’s life is evident as Bholi’s self-esteem and communication skills improve under her guidance. The teacher’s character symbolises the transformative impact of a dedicated and caring educator on a student’s life, highlighting the importance of educators who inspire and uplift their students.

Ramlal, Bholi’s Father

Initially, Ramlal appears to be a somewhat indecisive and concerned father. He is hesitant to accept the proposal for Bholi’s marriage and expresses reservations about the groom’s age and physical condition. His character reflects the dilemma faced by parents in traditional societies, torn between societal expectations, financial considerations, and the well-being of their children. He ultimately seems to care about Bholi’s future and is willing to consider unconventional options, such as sending her to school, despite his initial concerns.

Bholi's Mother

Bholi's mother is portrayed as practical. She is more focused on securing Bholi's future through marriage. She is not initially concerned with Bholi's personal happiness or aspirations, highlighting the societal pressure on parents to arrange suitable marriages for their children, especially daughters. Her character exemplifies the traditional mindset that values financial security and conformity to societal norms over individual desires and empowerment.

DO YOU KNOW

- The full name of K. A. Abbas is Khawaja Ahmad Abbas.
- He is the Screenwriter of the famous Bollywood film *Mera Naam Joker*.
- He was awarded the National Film Award four times.
- He wrote in English, Hindi and Urdu.
- His autobiography is named as *I Am not an Island: An Experiment in Autobiography* was first published in 1977.

LET'S DO

1. Prepare a case history of a child of your locality who was denied the right to education.
2. Make a case history of a child who limps and is being mimicked by friends and objectified for making fun.

LET'S TALK

1. Talk about the provision of girls' education in India.
2. Going to school was a turning point in Bholi's life. Discuss the statement with examples from the story.

LET'S LEARN

GRAMMAR

Consider the following sentences:

Notes

a) I **have lived** here for two years.

b) I **lived** there last year.

c) Bholi was given a dress which her sister **had discarded**.

The first sentence emphasises a connection between past actions and the present. It is expressed through the **Present Perfect tense**. It is formed with "have/has" followed by the past participle form of the main verb. For ex,

- She **has travelled** to Europe several times.
- They **have lived** in this city for ten years.
- We **have** just **finished** watching the movie.
- The company **has released** a new product line.

The second sentence (I **lived** there last year.) focuses on completed actions in the past and is expressed through the **Simple Past** tense. It is formed with the past form of the main verb. For ex,

- They **finished** their homework before dinner.
- He **played** basketball with his friends last weekend.
- We **visited** our grandparents during the holidays.
- The movie **ended** late last night.

Thus, the present perfect tense is used to indicate actions that started in the past and have a connection to the present. On the other hand, the simple past tense is used for actions that are completed in the past with a specific time reference.

In the third sentence (Bholi was given a dress which her sister **had discarded**.) there are two finite verbs and both of them are in the past tense. Yet, they are denoting two different actions. One action is of Bholi getting a dress and the other one is discarding that dress by her sister. We come to know from the story that at first Bholi's sister discarded her dresses and then only Bholi got a dress.

Now, to describe an action that was completed before another action took place we use **Past Perfect Tense**. It is formed by using the past tense of the auxiliary verb 'have', which is 'had' followed by the past participle of the main verb. For the other action, which took place later on, we use **Simple Past Tense**.

Therefore, for the action of discarding the dress past perfect tense is used and for the action of Bholi's getting dress Simple Past tense is used.

The followings are some more example of this kind:

- When the teacher came up to Bholi, all the girls **had left**.
- Bholi decided not to marry Bishamber after he **had demanded** extra money from her father.
- Bholi went to school after her father **had been advised** by the Tehsildar.
- The teacher was worried because Bholi **had not spoken** a single word.

Here, the verbs that are in bold happen earlier than their respective underlined verbs.

Notes

INTEXT QUESTIONS 4.8

1. Are the underlined parts of these sentences right or wrong? Correct the ones that are wrong.

   i. I have bought a new house last week.

   ii. I have found my book. It was under the mat.

   iii. How many plays Tagore wrote?

   iv. When I got home last night, I found someone broke into the flat.

   v. Where have you been last evening?

   vi. Premchand has written many short stories.

2. Fill in the blanks with the correct form of the words given in brackets.

   i. When the authorities ___________ (wake up), most of the forest ___________ ___________ (disappear).

   ii. Children in that village ___________ (be) healthy because their parents ___________ ___________ ___________ (taken care) of their immunisation.

   iii. I ___________ (can) decide quickly since my teacher ___________ ___________ (teach) me how to make conscious decisions, way back in school.

iv. Everyone ____________ (appreciate) the lovely painting that she ____________ ____________ (make).

v. We ____________ (run) outside to look at the new car uncle ____________ ____________ (buy)

vi. My aunt ____________ (like) the sweater I ____________ ____________ (knit) for her.

VOCABULARY ENRICHMENT

Look at the table given below. Notice the word transformation. Some nouns have been transformed to verbs.

Noun	**Verb**
consultation	consult
fascination	fascinate
suggestion	suggest
achievement	achieve
encouragement	encourage
affection	affectionate
astonishment	astonish
consultation	consult

INTEXT QUESTIONS 4.9

1. Transform the nouns given below in verbs and vice versa:

	Nouns	**Verbs**
a)	Conversation	____________
b)	____________	Humiliate
c)	Consideration	____________
d)	____________	Announce

e) Satisfaction __________

f) __________ Contemplate

g) Completion __________

2. Fill in the blanks with suitable words given in the brackets.

a) Bholi suffered __________ (disfigure, disfigurement) following a bout of smallpox. As a result, she became withdrawn and spoke very seldom. When she did speak it was with a __________ (stammer, stammering) and children mimicked her. This __________ (mimic, mimicking) and __________ (humiliate, humiliation) prevented her __________ (grow, growth).

b) Then she met her teacher who treated Bholi with __________ (understand, understanding) and spoke to her as an __________ (intelligence, intelligent) person. She provided her with a book to read and a lot of __________ (encourage, encouragement). As a result, she lost her fear and blossomed into a self-confident girl. This was her __________ (triumph, triumphant) over her shortcoming.

LET'S WRITE

Draft a poster for a seminar to create awareness against teasing a specially-abled person. You may follow the format given below:

NAME OF ISSUING AUTHORITY

TAGLINE

TITLE/NAME OF THE EVENT (exhibition, workshop, etc.)

SPECIAL ATTRACTIONS

ILLUSTRATION (WITH A CAPTION)

WHEN (date and time) AND WHERE

ENTRY FEES (if any) AND OTHER RELEVANT INFORMATION

CONTACT INFORMATION

WHAT YOU HAVE LEARNT

- The importance of accessible education and its transformative power in empowering individuals
- One's self-worth is not solely determined by physical appearance or societal expectations
- The importance of treating all individuals, regardless of their physical appearance or abilities, with empathy and compassion
- The significance of and need for gender equality and equal educational opportunities for girls
- The impact of societal pressures on individual choices

TERMINAL QUESTIONS

1. Bholi's meeting with her teacher was a turning point in her life. From then on there was no looking back. She bloomed into a thinking individual with self-esteem and decision-making skills. Illustrate this with examples from the story.
2. Society is by and large insensitive to a person who does not fit into its concept of 'normal'. Illustrate this with reference to Bholi's situation.
3. Do you think Bholi would have had a better childhood if her parents had been suitably advised or counselled? Discuss, mentioning her parents' attitude and general treatment given to her.
4. "New clothes had never been made for Bholi. The old dresses of her sisters were passed on to her." What light does this statement reflect about her parents' behaviour?
5. Here is a table of cause and effect of certain actions and events match them:

Cause	Effect
i. Bholi was nervous.	a) Bholi kept looking at the pictures in the classroom.
ii. The teacher assured Bholi that	b) Bholi was sweating all over

she would get respect from all and she would be the most learned person.	her body.
iii. The teacher patted Bholi affectionately.	c) Bholi became hopeful of a better tomorrow.
iv. Bholi couldn't understand what teacher taught.	d) The class girls were laughing the at her.
v. The headmistress had asked her there in the corner.	e) Bholi could overcome her to sit nervousness soon.
vi. There were many girls of Bholi's age in the class.	f) Bholi hoped she would make friends with any one of the girls.
vii. The teacher asked Bholi to get up suggested manner.	g) Bholi sat in a corner of the in a class.
viii. She feared her stammering tongue would betray and disgrace her again.	h) Bholi's heart throbbed with new hope for new life.
ix. The teacher was very encouraging spoke in soothing words.	i) Bholi had no fear of being and laughed at.
x. The teacher affectionately patted her.	j) Bholi left the corner where she sat for a long time.
xi. The teacher assured better treatment from people of the village.	k) Bholi felt cheered up and confident.

Notes

6. Given below are the events in a jumbled form. Rewrite them in order as they occur in the story.

   a) Bishamber refused to marry Bholi and demanded money.

   b) The marriage was a show of great pomp and splendour.

   c) The teacher felt a deep satisfaction on seeing Bholi as a bold and confident girl.

   d) The bandsmen got confused and struck up a closing song.

e) Bishamber was considered a well to do bridegroom for Bholi by her parents.

f) Bholi confidently told her father to take back the money and refused to marry Bishamber.

g) A great transformation had taken over the village.

h) The guests called Bholi shameless and a disgrace to the family.

ANSWERS TO INTEXT QUESTIONS

4.1

1. Bholi had fallen off from the cot and some part of her brain was damaged.
2. Bholi had an attack of small pox when she was only two years old.

   It left black pock-marks on her whole body; only eyes remained intact.
3. Bholi talked very little because she stammered while speaking. She was laughed at and mimicked by the children.
4. Ramlal was a prosperous farmer.

   He was worried about Bholi's marriage as she had neither good looks or intelligence.

4.2

1. A new primary school for girls was opened and new admission was required. Ramlal, being representative of the government in the village was expected to get an example before the villagers.
2. Because of her apprehension that it would be difficult to get them married off if they were educated.
3. First, it would satisfy Tehsildar, and secondly Bholi being with ugly face and little sense had very little chance to get married.
4. Bholi was frightened at the idea of being taken to school because she had no idea of what a school is. She had seen earlier that a cow was being taken out of the house to be sold and guessed the same possibility.

Notes

4.3

1. hopeful
2. colourful
3. to get up and tell her name
4. couldn't tell full word

4.4

1. soft and soothing
2. no one had ever called her like this way
3. the teacher encouraged her
4. read the school book

4.5

1. The village became a small town. Primary school became a high school. A cinema hall and a cotton ginning mill had come up. The mail train had begun to stop.
2. Bishamber had a big shop, a house of his own and several thousand rupees in the bank.
3. The mother regarded Bholi as a senseless, dumb cow. She felt Bholi did not have enough courage to either refuse or revolt.
4. Ramlal was concerned that Bishamber was not very young, and limped, and had children from his first wife who were grown up.

4.6

1. The procession included a brass band playing music from an Indian film, with the groom riding a decorated horse.
2. Ramlal was overjoyed and had never imagined that his fourth daughter would have such a grand wedding.
3. Bishamber Nath demanded five thousand rupees from Bholi's father when he saw the pockmarks on her face.

Notes

4. When Bholi's veil was removed for the second time, she looked at Bishamber Nath with cold contempt and threw the garland into the fire.

4.7

1. Because Bholi felt that Bishamber was a greedy and despicable man.
2. b) bold and confident
3. a) She wanted to become a teacher
4. Because the teacher was satisfied that learning in the school had transformed the stammering dumb cow Bholi into a very bold and confident girl

4.8

1. i. Wrong. I bought a new house last week.

   ii. Right

   iii . Right

   iv. Right

   v. Right

   vi. Right

2. i. woke up; had disappeared

   ii. were; had taken care

   iii. could; had taught

   iv. appreciated; had made

   v. ran; had bought

   vi. liked; had knitted

4.9

1. a) Converse

   b) Humiliation

   c) Considerate

   d) Announcement

Notes

e) Satisfy

f) Contemplation

g) Complete

2. a) disfigurement stammer mimicking humiliation growth

   b) understanding intelligent encouragement triumph

5

ECOLOGY AND ENVIRONMENT

We face several ecological crises today, most of which are a result of the global materialist culture, which promotes rampant resource extraction and alterations of land use. Lately, the world at large has acknowledged the need for a paradigm shift in our attitudes, values and beliefs towards the environment. The spiritual and philosophical foundations of our Vedic heritage can provide the world with new ways of valuing, thinking, and acting in response to our environment. These foundational values of our Vedic culture enjoin us to see divinity in nature and treat it with respect. According to Rachel Wheeler, "Ecology has to do with one's home—the root meaning of "eco"—ecological spirituality or ecospirituality describes how one related to the sacred within the context of our natural, global, and even cosmic ecosystems (or homes) of which we all form a part."

Vedic knowledge is a very potent knowledge system, as it continues to be relevant in the present day, in the form of an unbroken tradition. Vedic verses express a deep connection between the human, natural and the divine world. The Vedic hymns and ideals preserve a holistic world-view towards every aspect of the Universe, where Nature is deemed as a friend, revered as a mother, obeyed as a father and nurtured as a beloved child. The cosmic order or *rita* enjoins upon the natural world as dharma and signifies the benevolent glory of nature as well as its terrifying wrath.

LEARNING OUTCOMES

After completing this lesson, the learner:

- Describes characteristics and style of early Sanskrit literature;
- Recognises traditional literary heritage of India;

- Identifies strong environmental values within our cultural heritage;
- Explains how Vedic hymns provide the most integrated, enlightened and realistic thoughts on the environment.

5.1 YAJUR VEDA

In the Shantipath, the Vedic seers pray for peace everywhere in the outside world, in a way that also **garners** peace within each human soul.

Yajur Veda 36/17 (Shantipath)

द्यौः शान्तिरन्तरिक्ष शान्तिः पृथिवी शान्तिरापः शान्तिरोषधयः शान्तिः।

वनस्पतयः शान्तिर्विश्वे देवाः शान्तिर्ब्रह्म शान्तिः सर्व शान्तिः शान्तिरेव शान्तिः सा मा शान्तिरेधि॥१७॥

Translation

May the heavens bring us peace. May peace be with the skies, and may the skies shower us with peace. May there be peace on earth, and may Mother Earth brings us peace. May there be peace with the waters, and may the waters bring us peace. May there be peace in the herbs, and may the herbs bring us peace. May peace be with the trees and may the trees bring us peace. Peace be with the divinities of the world, and may they bless us with peace. May the Great Lord of the universe bless us with peace, and may the Veda inspire us with peace. May all existence be at peace and may peace come from all existence to all. May there be peace only, universal peace for all. May that heavenly peace come and bless me. May It bless all. (Translated by Dr Tulsi Ram)

The entire Vedic tradition reiterates that one should only listen to and observe that which is *bhadra* or good. *Dharma* is important and when dharma declines, human beings destroy nature. According to Kapila Vatsyayan, there is no Hindu text focusing on dharma, that advises us to be passive and accept the end of the world with a life-negating philosophy. Many Hindu texts are firm in their view that human beings must enhance the quality of life. The above verse from the Shantipath, praying for human happiness as well as for all life on earth, is uttered in many Hindu temples and homes.

Notes

- **Garners**: to obtain or collect something such as information or support

Fig. 5.1

LET US UNDERSTAND 5.1

The Shantipath, a verse from the Yajur Veda, is a prayer for peace in the world and within ourselves. It asks for peace in the heavens, skies, earth, waters, plants, and trees. It also seeks peace from divine beings and the universe itself. The prayer emphasises the importance of peace for all living beings.

This prayer reflects the broader Hindu belief in doing good and following righteousness *(dharma)*. It highlights that when people neglect their duties and harm nature, it disrupts peace. Hindu teachings encourage actively improving life's quality rather than accepting negativity. The Shantipath is recited in many Hindu temples and households as a reminder to strive for peace and happiness for all.

INTEXT QUESTIONS 5.1

1. What does the Shantipath prayer encompass?

2. What is the significance of the Shantipath in Hindu tradition?

5.2 RIG VEDA

According to Vedic cosmology, the basis of all cosmic creation is the philosophy of the

Notes

panchamahabhuta. This implies that there are five fundamental elements, namely Earth, Water, Fire, Air and Ether (Akash), that constitute all matter. The human body too is similarly constituted. Thus, all aspects of the human being, namely birth, growth, health, disease and decay, as well as all aspects of human health, namely, our diet, movement and emotions, also primarily constitute all universal matter and thus connect us with nature and our environment. These five *mahabhutas* are the cosmic elements that create, nurture and sustain life. Thus, they play a vital part in the preservation and sustenance of the environment.

Nature, in the Vedic scheme of life, is divine. It is an inseparable and indivisible life force that unites the world of humans, animals and plants. Aspects and forces of the cosmos are venerated as Gods. In the society described in the Rigveda, the well-being of each individual depends primarily on the power of the group and its collective values. Indra, chief among Gods, as well as other Gods like Agni, Soma, Varuna and Bhaga, become the foci of unity that mark the primacy of the interconnectedness of a biodiverse, bounteous and manifold world and the power of the group over the individual, to obtain and defend natural resources.

The Vedas emphasise balance and a cure of imbalances. They promote the importance of a balanced diet and the need to incorporate natural foods to promote overall individual well- being. Fruits, with their abundance of nutrients, antioxidants, and medicinal properties, hold a special place in Ayurveda.

The Rig Veda, very specifically says that forests should not be destroyed. It emphasises the importance of afforestation for survival and dwells upon the various components of the ecosystem and their individual importance. Any injury to trees and ecosystems is liable to disturb the ecological balance of the earth, according to the Rig Veda.

Plants are personified as divine mothers. Herbs are believed to have descended from the heavens and spoken of their divine curative power, their ability to drive away all bodily defects and imbalances. Even the seers of Rigveda say, “Plant! Thus I hail thee, the Divine Mother of mankind.”

Rig Veda 10.97.4

ओषधीरिति मातरस्तद्वो देवीरुप ब्रुवे।
सनेयमश्वं गां वास आत्मानं तव पूरुष।।

Translation

Plants, by this name I speak to you, Mothers, to you the Goddesses:

Steed, cow, and garment may I win, win back thy very self, O man.

(Translated by Ralph T. H. Griffith)

The environment is sacred. Vishnu, Surya, Savitr and Aditya, are solar deities. Ushas signifies dawn, a female deity. Pushan represents agriculture. Dyauspitr is the divine father (the sky, father of the heavens), Prithvi is Mother Earth and Vayu is the wind. The Rivers Sarasvati, Sindhu (Indus) and the latter's tributaries—Shutudri, Parushni, Ashkini, Vitasta and Vipasa or the Sapta Sindhava—are all regarded as sacred. Agni is considered in the Vedas as the form and fount of life. Agni, in later Vedic description, is known as the sun and light. In the form of the sun, Agni is regarded as the soul, as well as the ruler and preserver of the world (*Maitrayana Upanishad*, 6.35). Agni is the supreme deity in the Rigveda. The divine Principle that resides within the body is Agni or Fire of Life. It is the unique principle underlying universal manifestation which we see in three forms, namely plants, animals and human beings.

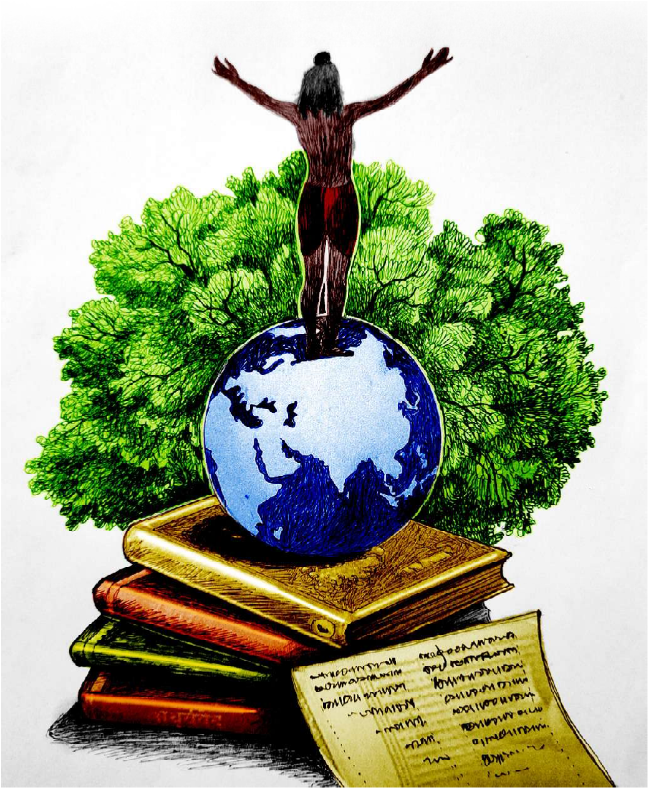


Fig. 5.2

Notes

Rig Veda 1.1.1

अग्निमीळे पुरोहितं यज्ञस्य देवमृत्विजम्।
होतारं रत्नधातमम्॥

Translation

I glorify Agni, the high priest of the sacrifice, the divine, the ministrant, who presents the oblation (to the gods), and is the possessor of great wealth. (Translated by H.H. Wilson)

This verse is chanted in the glory of Agni as God; as the ultimate bestower of splendid wealth, both material and spiritual in the form of wisdom, peace and faith.

Rig Veda 3.6.2

आ रोदसी अपृणा जायमान उत प्र रिक्था अध नु प्रयज्यो।
दिवश्चिदग्ने महिना पृथिव्या वच्यन्तां ते वह्नयः सप्तजिह्वाः॥

Translation

Agni, as soon as born, occupy both heaven and earth; for you, to whom sacrifice is to be offered, exceed in magnitude the firmament and the earth; may your seven-tongued fires be glorified. (Translated by H.H. Wilson)

The Rig Veda dedicates an entire hymn to the rivers. It is called the Nadistuti Sukta. Water, as per our scriptures, is a necessary component of our lives. It has sacred, remedial and healing properties. The natural environment of a place is dependent upon the land-water relation of that area. The water cycle determines the regularity of crops and rains. The human mind can be purged and made pure or peaceful through the consumption of pure water. The Ayurveda too discusses the importance of water in 'snana' (bathing), 'paana' (consumption), 'shoucha' (toilet), 'chikitsaa' (cure), 'upachaara' (hospitality), 'krushih' (farming) and 'tarpanam' (offering which satisfies the ancestors).

Rig Veda 1.23.19

अप्स्वन्तरमृतमप्सु भेषजमपामुत प्रशस्तये।
देवा भवत वाजिनः॥

Translation

Ambrosia is in the waters; in the waters are medicinal herbs; therefore, divine (priest), be prompt in their praise. (Translated by H.H. Wilson)

Rig Veda 7.50.4

या: प्रवतो निवत उद्वत उदन्वतीरनुदकाश्च या:।
ता अस्मभ्यं पयसा पिन्वमाना: शिवा देवीरशिपदा भवन्तु सर्वा नद्यो अशिमिदा भवन्तु।।

Translation

May the divine rivers, whether flowing down declivities, in hollow plural ces, or upwards whether filled with water or dry, nourishing all with their water, be auspicious to us communicating not disease; may all the rivers be unproductive of harm. (Translated by H.H. Wilson)

Rig Veda 7.62.5

प्र बाहवा सिसृतं जीवसे न आ नो गव्यूतिमुक्षतं घृतेन।
आ नो जने श्रवयतं युवाना श्रुतं मे मित्रावरुणा हवेमा।।

Translation

Stretch forth your arms for the prolongation of our existence, bedew with water the pastures of our cattle, render us honoured among men; ever youthful Mitra and VaruGa, hear these my invocations. (Translated by H.H. Wilson)

Material objects are occasionally mentioned in Vedic literature as symbols representing certain deities. Animals and birds are treated as the representatives of certain deities in Vedic mythology. The goat is believed to be a symbol of Pushan, the lord of ways. The tree Ashvattha is worshipped as Vishnu, Nyagrodha as Shiva and Palasha as Brahma. A white horse represents the Sun in the Taittiriya Samhita. Even agricultural implements, such as suman and sira, are invoked as deities (Rig veda 4.57.5-8).

LET US UNDERSTAND 5.2

The Vedic understanding of creation revolves around five fundamental elements: Earth, Water, Fire, Air, and Ether (Akash). These elements form the basis of all matter, including the human body, connecting us deeply with nature. In Vedic thought, nature is divine, with cosmic forces personified as Gods. Maintaining balance is crucial, whether in diet, movement, or emotions, for individual well-being and environmental harmony.

The Rig Veda highlights the importance of preserving nature, advocating against the destruction of forests and emphasising afforestation. Plants are revered as divine mothers, with herbs believed to possess curative powers. Rivers, considered sacred, are essential for life and agriculture. Water, especially, holds remedial and healing

properties. In Vedic hymns, deities like Agni (fire), Vishnu, Surya (sun), and various rivers are venerated. Agni symbolises life's essence and is revered as the supreme deity. The Nadistuti Sukta glorifies rivers, emphasising their importance for sustenance and purity. Vedic texts also attribute symbolic significance to animals, plants, and even agricultural implements, associating them with specific deities. To sum up, the Vedic outlook underscores the interconnectedness of humans, nature, and the divine, advocating for reverence towards the environment and its preservation.

Notes

INTEXT QUESTIONS 5.2

1. What is the significance of forests according to the Rigveda?

2. What is the symbolic significance of animals and trees in Vedic mythology?

5.3 ATHARVA VEDA

In the Atharvaveda, the Prithivi Sukta, a hymn of 63 verses, is dedicated to the glory of Mother Earth. These verses enjoin all human-beings to protect, preserve and care for the environment. The Prithivi Sukta maintains that the gifts of the earth (such as its firmness, purity and fertility) are for everyone, without any discrimination whatsoever. They are not the exclusive property of any individual claimant, for example any country or person. Prithvi provides food and prosperity to all, sustains the animal and vegetable/herbal world, fosters the growth and regeneration of forests and provides space for lakes, rivers and large water bodies. She symbolises the gentle balance of the earth as she holds fire (Agni) in her belly (centre of the earth). Recycling and regeneration are the core principles enshrined in the Vedic traditions, aspirations and practices and it is up to us as the progeny of Mother Earth to live in peace and harmony with all.

Atharva Veda 12.1.57

अश्व इव रजो दुधुवे वि तान्जनान्य आक्षियन्पृथिवीं यादजायत।
मन्द्राग्रेत्वरी भुवनस्य गोपा वनस्पतीनां गृभिरोषधीनाम्॥

Translation

As the horse scattereth the dust, the people who dwelt upon the land, at birth, she scattered, Leader and head of all the world, delightful, the trees; protectres, and the plants upholder. (Translated by Ralph T.H. Griffith)

The sage of the Arthavaveda warns that if the earth is not preserved in time, then the

human species should be prepared to suffer the vicious cycle because just as the horse shakes off the dust particles, in the same way earth, the planet, the protector of the world, the receptive earth of flora and medicines, has always shaken those humans who do not conserve it and harm it.

The Atharvaveda prays for the continuous growth of herbs:

Atharva Veda 12.1.35

यत्ते भूमे विखनामि क्षिप्रं तदपि रोहतु।
मा ते मर्म विमृग्वरि मा ते हृदय्यमर्पिपम्॥

Translation

Let what I dig from thee, O Earth, rapidly spring and grow again.

O Purifier, let me not pierce through thy vitals or thy heart.

(Translated by Ralph T. H. Griffith)

Throughout the *Prithvi sukta*, the Earth is praised as *mahī* or the great one. The sages call her *jīradānu* or the bestower of life, and pray for her long life. They pray that Mother Earth be free from sickness and decay and in turn, may we, who enjoy her benevolence and enjoy along and uninjured life, be active and vigilant, so that we may serve her with devotion:

Atharva Veda 8.1.15

जीवेभ्यस्त्वा समुदे वायुरिन्द्रो धाता दधातु सविता त्रायमाणः।
मा त्वा प्राणो बलं हासीदसुं तेऽनु ह्वयामसि॥

May saving Savitar, Vyu, Indra, Dhtar restore thee to communion with the living. Let not thy vigour or thy breath forsake thee: we recall thy life.

(Translated by Ralph T. H. Griffith)

Notes

Fig. 5.3

The *Prithvi sukta* celebrates the role of the trees, wilderness, herbs, wild beasts including the tiger and the lion. This is significant, because it suggests a range of ecotones and ecosystems; an area of grassy plains, savannah, open woodlands and scrub county for the lion and subtropical forests for tigers. Aranyaani, or the mistress of wild vegetation, including the animals inhabiting it, and Prakriti, or the feminine aspect of existence, are manifestations and materialisations of the Godhead. Their embodiment is governed by *Rita*.

Thus, the Atharvaveda espouses everlasting and enduring respect towards Mother Earth. The Prithvi Sukta enunciates an egalitarian attitude towards people of all races and belief systems. Those who defend and protect the environment are showered with divine blessings of nourishment, eternal serenity and peace. However, the onus is on us, as the progeny of Mother Earth, to appreciate her bounty and magnanimity and to live in peace and harmony with human beings and all other forms of life. These ideals endorse an eco-spiritual attitude towards the environment.

LET US UNDERSTAND 5.3

The Prithivi Sukta in the Atharvaveda is a hymn dedicated to Mother Earth, celebrating her importance and urging people to protect and care for the environment. It emphasises that the gifts of the earth, like its firmness and fertility, are for everyone and not owned by any individual or country. The Earth provides food, prosperity, and sustenance to all life forms, including animals, plants, and forests. The Sukta compares Earth to a

horse shaking off dust, warning that if it's not preserved, humans will suffer. It prays for the continuous growth of herbs and asks Earth to rapidly regenerate what is taken from it, without harming its vital parts.

Throughout the hymn, Earth is praised as the great one, the giver of life. The sages pray for her long life and freedom from sickness and decay, so that humans can also enjoy long and healthy lives. The Sukta celebrates the role of trees, wilderness, herbs, and wild animals, showing respect for the diverse ecosystems Earth supports. It promotes an egalitarian attitude towards people of all races and beliefs and showers blessings on those who defend and protect the environment.

INTEXT QUESTIONS 5.3

1. What is the subject of the Prithivi Sukta in the Atharva Veda?
2. What does the Atharvaveda warn about regarding the preservation of the earth?

DO YOU KNOW

- A Veda is a collection of poems or hymns composed in archaic Sanskrit by Indo-European-speaking people who lived in northwest India during the 2nd millennium BCE.
- There are four Vedas: the Rigveda, the Yajurveda, the Samaveda and the Atharvaveda.
- Each Veda has four subdivisions:
  a) the Samhitas (mantras and benedictions)
  b) the Brahmanas (commentaries on and explanation of rituals, ceremonies and sacrifices - Yajnas)
  c) the Aranyakas (text on rituals, ceremonies, sacrifices and symbolic-sacrifices)
  d) the Upanishads (texts discussing meditation, philosophy and spiritual knowledge)
- Like the other Vedas, the Samaveda too, stresses the importance of the delicate equilibrium involved in the maintenance of seasonal cycles, that are likely to get altered in the face of incorrect human actions.

Notes

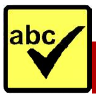
LET'S DO

Participate in activities like Van Mahotsava (festival of trees) in your village/local area. Write your experiences in a paragraph.

LET'S TALK

Undertake a group discussion about the need to develop a community outlook towards respecting nature.

LET'S LEARN



GRAMMAR

Use of Will, Shall, Would, Should, used to

I. 'Will' in the first person, when used with I, expresses willingness, promise, determination, etc. Again, 'Shall' is used with 'I' to talk about the future. It also expresses determination.

Example:

a) I will write soon.

b) He will go away tomorrow.

c) I shall visit you next week.

II. 'Would' and 'should' are past tense forms of 'will' and 'shall'.

'Would' is also used politely in making requests.

Eg. "Would you help me to finish this work please?"

It also expresses habitual actions that took place in the past.

Eg. My mother would make rotis.

'Should' expresses an obligation.

Eg. We should help others.

I should visit my grandmother more often.

Your cough is very bad. You should see a doctor.

III. 'Used to' and 'would' both refer to past action. 'Used to' refers to repeated habitual action in the past, which has now been discontinued. In connected speech, we often begin with 'used to' and then change to 'would'.

a) The athlete used to practice daily for twelve hours. He would then win several prizes.

b) The other birds who were living on the same tree used to give him small shares from their meals for his survival.

INTEXT QUESTIONS 5.4

1. Now fill in the blanks in the following sentences with either 'will' or 'shall'.

   i. I __________ post this letter tomorrow.

   ii. The examinations __________ begin next week.

   iii. I have not met my grandfather for a month now. I __________ see him next time.

   iv. __________ you please stop talking.

   v. __________ I serve dinner now?

   vi. You __________ not steal.

   vii. __________ you change this bulb for me?

2. Now fill in the blanks in the sentences below, with 'would' or 'should'

   i. He said his brother was in the Army and posted on the border and he had written to say that he __________ come home on leave on the 6th. 2

   ii. The teacher said we __________ work harder.

   iii. You __________ not eat so many sweets.

   iv. __________ you pass the rice please?

   v. He said that the train was very late, but it __________ arrive within the next fifteen minutes.

Notes

3. Fill in the blanks in the sentences below with 'used to' or 'would'.

   i. When I was in primary school I _______________ hate going to school.

   ii. My brother ___________ bully me as a child. Then I ___________ call out to my sister for help.

   iii. In his youth, John _____ travel extensively, exploring different countries.

   iv. The old bookstore downtown _____ be a popular meeting spot for intellectuals.

   v. Sarah _____ speak three languages fluently when she was younger.

   vi. Back in the 1980s, they _____ throw extravagant parties every month.

   vii. Before the company expanded globally, its headquarters _____ be a small office in the suburbs.

4. Now, fill in the blanks in the sentences below with 'would', 'wouldn't', 'should', 'shouldn't'.

   i. When we were in Delhi we ___________ go to the zoo every week.

   ii. You ___________ read in bad light. It will harm your eyes.

   iii ___________ you mind opening the window, please?

   iv. You ___________ wear a helmet when you are driving a scooter.

   v. I ___________ like to speak to the manager.

   vi. ___________ you like to try another cutlet?

5. Read the dialogue and fill in the blanks with 'will', 'won't' and 'would':

   Suresh: I ___________ go to the library tomorrow.

   Mohit: I know it may be difficult for you, but ___________ you be able to pick me up?

   Suresh: Yes, of course I ___________. But I ___________go late in the evening.

   Mohit: About what time ___________ that be? I ___________ be ready.

VOCABULARY ENRICHMENT

Idioms

Idioms are expressions that convey a figurative meaning of a group of words different from the literal interpretation of the words.

Examples:

1. Break the ice: To initiate a conversation in a social setting.
2. Bite the bullet: To face a difficult situation with courage.
3. Cost an arm and a leg: Extremely expensive.
4. Hit the nail on the head: To describe exactly what is causing a situation or problem.
5. Jump on the bandwagon: To join others in doing something popular or trendy.
6. Kick the bucket: To die.
7. Let the cat out of the bag: To reveal a secret.
8. Piece of cake: Something very easy to do.
9. Raining cats and dogs: Heavy rain.
10. Under the weather: Feeling unwell or sick.
11. Burn the midnight oil: To work late into the night.
12. Spill the beans: To disclose a secret.
13. Throw in the towel: To give up or surrender.
14. Through thick and thin: Support in both good and bad times.
15. Burn bridges: To damage relationships.
16. Cry over spilled milk: To lament over something that has already happened and cannot be changed.
17. Don't count your chickens before they hatch: Don't make plans based on something that might not happen.
18. A piece of the pie: A share of something, usually profits.
19. Back to the drawing board: Starting over after a failure or setback.

Notes

20. Hit the hay: Go to bed.
21. Kick the bucket: To die.
22. Break a leg: Good luck.
23. Hit the hay: Go to bed.
24. Every cloud has a silver lining: There is something positive in every negative situation.
25. Cut to the chase: Skip the preliminary details and get to the main point.
26. Burning the candle at both ends: Working excessively or exhausting oneself by doing too much.
27. The ball is in your court: It's your turn to take action or make a decision.
28. Bite off more than you can chew: To take on a task that is way too big or beyond one's capabilities.
29. Cost a pretty penny: To be expensive or costly.
30. Don't cry over spilled milk: Don't waste time worrying about things that have already happened and cannot be changed.

Idioms are used to add colour and depth to language, but their meanings may not be obvious to those unfamiliar with them.

INTEXT QUESTIONS 5.5

1. Read each sentence carefully and identify the correct meaning of the underlined idiom. Choose the most appropriate option from the given choices.

   i. He always knows how to <u>read between the lines during a conversation</u>.

      a) Take everything literally

      b) Understand the implied meaning

      c) Ignore important details

   ii. When the teacher announced a surprise quiz, the students had to <u>hit the books immediately</u>.

a) Literally strike their textbooks

b) Study intensively

c) Avoid studying altogether

iii. After a long day of hiking, Sarah was <u>on cloud nine when she reached the mountain's summit</u>.

a) Feeling extremely happy

b) Exhausted and tired

c) Afraid of heights

iv. The new employee decided to <u>burn the midnight oil to finish the project on time</u>.

a) Work late into the night

b) Literally set oil on fire

c) Take a break from work

v. When faced with a challenging problem, it's important to <u>put your thinking cap on</u>.

a) Literally wear a special hat

b) Use your intelligence and think hard

c) Avoid thinking about the problem

vi. Mark's excuse for being late sounded fishy; it seemed like he was <u>pulling my leg</u>.

a) Telling the truth

b) Teasing or joking

c) Physically pulling someone

vii. Despite facing many obstacles, Jane decided to <u>bite the bullet and pursue her dream</u>.

a) Give up on her dream

b) Face a difficult situation with courage

Notes

Notes

c) Literally bite a bullet

viii. When the unexpected guests arrived, Mary had to think on her feet to prepare a quick meal.

a) Literally stand on her feet

b) Quickly come up with a solution

c) Take a long time to plan

ix. Peter's plan to start his own business was a piece of cake compared to his previous job.

a) Very challenging

b) Involving a literal cake

c) Extremely easy

x. The team's victory was the result of everyone pulling together during the game.

a) Working separately

b) Collaborating and working as a team

c) Physically pulling each other

2. Use the following idioms in correct forms in the sentences below:

- Have a finger in every pie
- Put our heads together
- Have all the facts on his fingertips
- Put her foot down
- Make head or tail of

i. Our questions were quickly answered as the travel agent ________________.

ii. I can't _____________ of this strange message.

iii. Ravi knows a little about all the six different projects. Let's ask him about your project as he ________________.

iv. Let's ______________ and see if we can decipher this message in code.

v. The principal __________ and told his clerks that he wasn't going to grant him any more leave.

WHAT YOU HAVE LEARNT

- Vedic culture and philosophy has ushered in profound spiritual possibilities, particularly with reference to our relation to nature and the divinity present in it.
- The current environmental crisis requires immediate attention and a paradigm shift in the global ethos that tends to abuse and damage nature.
- The values enshrined in our Vedic heritage can enable and motivate us towards positively protecting and conserving our natural resources.
- One should develop awareness of inter-dependability and inter-relatedness of ecological systems
- People must not demand or expect to control or dominate other creatures. They are forbidden from exploiting nature.

TERMINAL QUESTIONS

1. What do you understand about eco-spirituality and eco-care? Can you discuss these ideas as they are enshrined in the Vedas.
2. What is the sacred importance given to the water from the Ganga as Ganga Jal? How do you think, this devotional cultural belief may be re-visited, towards purifying the Ganga? Can you take some lessons from the Namami Gange program?
3. In what way, does our sacred attitude to plants and trees like the tulsi and peepal important towards nature conservation?
4. What is the religious and cultural importance of sacred groves in India? In what way do they contribute to our environmental consciousness?
5. "The whole world is the body of God". Discuss the aspirations in this quote.

Notes

ANSWERS TO INTEXT QUESTIONS

5.1

1. The prayer encompasses peace in various elements of nature, including the heavens, earth, waters, herbs, and trees, as well as blessings from divine entities for universal peace.

2. The Shantipath emphasises peace in both the external world and within each individual soul, reflecting the Vedic emphasis on harmony and well-being.

5.2

1. The Rigveda emphasises the importance of not destroying forests and advocates for afforestation to maintain ecological balance.

2. Animals and trees are often treated as representatives of certain deities or symbolic of divine principles in Vedic mythology.

5.3

1. Mother Earth (Prithivi) and the importance of protecting, preserving, and caring for the environment.

2. It warns that if the earth is not preserved, humans will suffer the consequences in a vicious cycle.

5.4

1. i. shall

   ii. will

   iii. will

   iv. will

   v. shall

   vii. will

   vii. will

2. i. would

ii. should

iii. should

iv. would

v. would

3. i. used to

ii. used to, would

iii. used to

iv. used to

v. used to

vi. would

vii. used to

4. i. would

ii. shoudn't

iii. would

iv. should

v. would

vi. would

5. will, won't, will, will, would, will

5.5

1. i. b)

ii. b)

iii. a)

iv. a)

v. b)

vi. b)

Notes

vii. b)

viii. b)

ix. c)

x. b)

2. i) had all the facts on his fingertips

ii) make head or tail

iii) has a finger in every pie

iv) put our heads together

v) put her foot down

6

ANDHA YUG

Notes

- **Interlude**: a section in a drama refers to a period of time between two events or activities to provide comic relief to the audience from an intense, tragic mood
- **Mendicant:** a beggar

Dharamvir Bharati's drama *Andha Yug* is one of contemporary India's most important plays based on the ancient Sanskrit epic, *Mahabharata* written by Ved Vyasa. It is a deep study on the politics of violence and assertive selfhood, written just after the partition of the Indian subcontinent. The play's action takes place on the final day of the Mahabharata war and is centered on a few confused survivors from the Kauravas. The play brings our attention to the politics of violence and aggressive selfhood. It teaches morality, selflessness, and ahimsa lessons that will inevitably save society from deterioration.

LEARNING OUTCOMES

After reading the drama, the learner:

- Recognises the richness of literary texts in modern Indian language;
- Illustrates traditional literary heritage of India in modern perspective;
- Analyses the genre of drama as a literary text by close reading, and interpreting possible meanings;
- Justifies morality and its need in the present context.

6.1 SECTION I

INTERLUDE: FEATHERS, WHEELS, AND BANDAGES.

The old **Mendicant** enters. The stage is lit by a ghostly light, casting a weblike pattern over everything.

Mendicant: I am the old mendicant

Notes

murdered by Ashwatthama.

I was a false prophet

now I am only a sad specter.

Life is an eternal river.

Death grabbed my arm

and dragged me to its shore.

Uninvolved

detached

I now stand upon the shore

and realize

that

this age

is a blind ocean

bounded on all sides

by mountains

and caves

and high cliffs.

Terrible storms

thunder down the mountains

and churn the ocean waters

into a raging whirlpool.

Life in this age

is not a smooth-flowing river

but a dark and tormented ocean

that seethes and surges

like a pit of snakes
in which thousands of serpents
blindly twist and turn
coil and uncoil
creep and curl
and crawl over each other.
Similarly a thousand
streams and **rivulets**
slither and slide
towards the ocean
like blind snakes.
In this age
life is like
a blind and **turbulent** ocean.
White snakeskins
float on the surface of the sea.
White bandages
cover Gandhari's eyes
and bind the wounds of soldiers.
With my visionary powers
I shall stop the flow
of this narrative
and still
the characters in their places
assign them a function

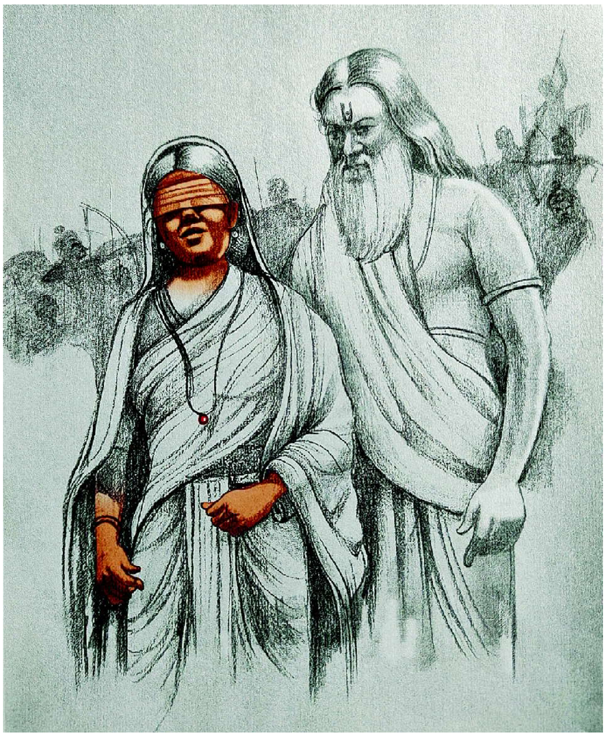


Fig. 6.1

Notes

- **Rivulets:** small streams of water
- **Slither:** to move by sliding from side to side along the ground like a snake
- **Turbulent:** moving in a violent way

Notes

a purpose

so that I can

rip them open

and understand

their inner contradictions.

Here are

the characters

raised by my visionary powers.

They appear

as specters.

DO YOU KNOW 6.1

Ashwatthama, the son of Drona and Kripi, was a powerful warrior in the *Mahabharata*. He fought for the Kauravas against the Pandavas in the Kurukshetra War. Gifted with a divine gem on his forehead, he wielded unparalleled power over beings lower than humans. This gem also protected him from many things like hunger, tiredness, and even weapons and rendered him nearly invincible.

However, his arrogance and misdeeds led to his downfall. He tried to harm Uttara and Abhimanyu's unborn child, and for this, he was cursed by Krishna. The curse made him immortal, meaning he could not die. Ashwatthama had to wander in the forests forever, with wounds that would never heal. He begged for death, but it never came to him. It was a punishment for his actions.

LET US UNDERSTAND 6.1

In this excerpt, an eerie scene unfolds as an elderly beggar arrives, reflecting on the transient nature of life and his impending death at the hands of Ashwatthama. He envisions life as an unending river, now nearing the shores of death, observing the chaotic blindness of the current era—a tumultuous ocean encircled by mountains and storms. The use of snake and specter metaphors intricately portrays the complexities of existence.

The beggar, possessing visionary insights, momentarily disrupts the storyline, laying bare the inconsistencies of the characters. This reflective passage sheds light on the play's overarching themes of turmoil, mortality, and the exploration of the darker facets of human nature.

INTEXT QUESTIONS 6.1

1. Who enters at the beginning of the scene?
2. How does the Mendicant describe life and death?
3. What are the themes in this portion of the drama?
4. ………… bandages cover Gandhari's eyes'. Fill in the blank with the appropriate words written below.

   a) Black

   b) White

   c) Green

   d) Red

6.2 SECTION II

Yuyutsu, Vidura, and Sanjaya walk onto the stage as if they are in a ***trance****. They walk mechanically and form a line behind the old Mendicant. One by one, they come forward, speak, and fall back in line again.*

Yuyutsu's specter: I am Yuyutsu.

I am like a firm wheel

that was fixed to a chariot

throughout the war.

But now I feel

as if I had spun

on the wrong **axle**

and have lost my bearings.

Notes

- **Trance:** a mental state in which one does not notice what is going on around
- **Axle:** a bar that connects a pair of wheels on a vehicle

Notes

- **Devout:** very religious

Sanjaya's specter: I am Sanjaya.
Exiled from the world of action
nailed to the axle
between two great wheels
I am only a small
useless
decorative wheel
which turns
when the great wheels turn
but which neither touches the ground
nor forces the chariot forward.
My greatest misfortune is
that I can never
stop spinning on that axle.

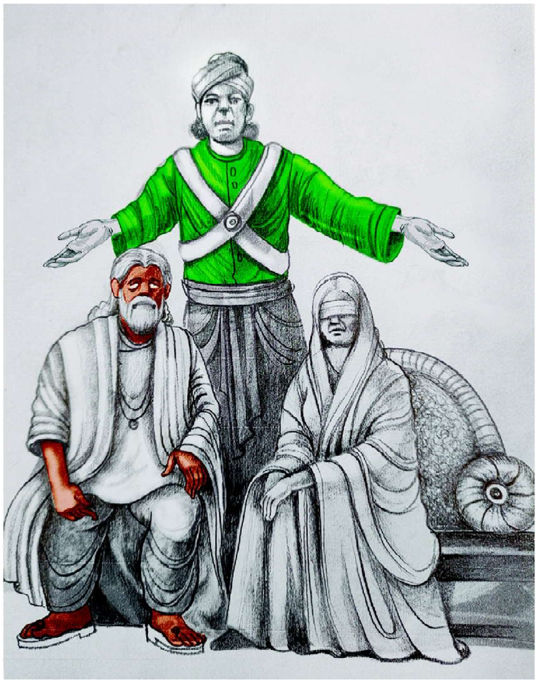


Fig. 6.2

Vidura's specter: I am Vidura
a **devout** and righteous
follower of Krishna.
In an age when everything is
so strangely complicated
my faith is simple and unassuming.
But now my voice is full of doubt
for it seems that my Lord
is like a useless axle
which has lost its wheels
and cannot turn by itself.

Fig. 6.3

But it is a sin to doubt

and I do not want to sin.

DO YOU KNOW 6.2

- Yuyutsu, born to Dhritarashtra and a maid of Gandhari, stood out as a unique figure in the *Mahabharata*. He was the sole son of Dhritarashtra who decided to fight on the side of the Pandavas during the Kurukshetra war and ultimately survived its brutal conflicts. Yuyutsu is celebrated as a moral warrior who chose the path of righteousness.

- Sanjaya is the advisor of the blind king Dhritarashtra as well as serving as his charioteer in the *Mahabharata*. He is stated to have the gift of *divya drishti* (divine vision), the ability to observe distant events within his mind. He narrates to Dhritarashtra the events of the Kurukshetra War, including the ones described in the *Bhagavad Gita*.

- Vidura plays a key role in the Hindu epic *Mahabharata*. He was the prime minister of the Kuru kingdom and the paternal uncle of both the Pandavas and the Kauravas. Krishna considered Vidura as *Dharmaraja* or the king of righteousness. Krishna respected Vidura for his devotion to people's welfare and his proficiency in every sphere of knowledge.

LET US UNDERSTAND 6.2

In this scene, Yuyutsu, Vidura, and Sanjaya appear on stage in a trance-like state, forming a line behind the elderly Mendicant. Each character takes a turn stepping forward, sharing their thoughts, and then returning to their original position. Yuyutsu reflects on the sense of loss he experienced during the conflict, Sanjaya laments his detached role as an observer, and Vidura expresses disbelief in a complex era while grappling with trust in Krishna.

These spectral figures symbolise the aftermath of the war—capturing the turmoil, introspection, and moral dilemmas that dominated the postwar period. Their presence embodies the play's exploration of human emotions and the nuanced nature of morality.

Notes

INTEXT QUESTIONS 6.2

1. Who considers himself as the firm wheel of a chariot?
2. What do these spectres represent?
3. What is the mood of the characters as they speak?
4. Whose shadows come forward on the stage and return after their outpourings? Select the most appropriate answer from the options given below:

   a) Mendicant

   b) Vidura

   c) Sanjaya

   d) All the above

6.3 SECTION III

There is a sound of bells offstage. A peacock feather floats across the stage. The old mendicant picks it up.

Mendicant: What is this?

A peacock feather?

It must have fallen off

Krishna's crown

when he was returning from Hastinapur

after trying to console Gandhari.

He stops to listen to the sounds offstage.

Yes, they are the bells of his chariot.

Should I try to stop him

just as I have stopped the flow of this story?

He fails to break the spell of Krishna's presence.

No, I cannot stop him.

He is the **embodiment** of time

as it flows in its stately dignity.

The sound of another chariot speeding by is heard.

Yes, there is another chariot

which even Krishna cannot stop.

It is the chariot of my murderer

Ashwatthama.

His hatred can never be **appeased**.

It is terrifying like the blood-soaked feather

of a black crow!

Can a small peacock feather

defeat it?

Will Krishna be able to **squash**

this black serpent of hate

which has raised its head once more?

The sounds of chariot wheels grow louder.

The chariots are speeding away

and I can only watch helplessly.

I can no longer stop

the flow of this story.

Krishna's chariot has been left behind

in the surrounding darkness.

Look!

Ashwatthama's chariot

Notes

- **Embodiment:** symbol. representation
- **Appeased:** to make somebody calmer or less angry by agreeing to what he/ she wants
- **Squash:** to press something so that it is damaged

has reached the Pandava camp!

The sounds of chariot wheels stop.

But wait

who is that giantlike being

standing in the dark

like a wall of black granite

before Ashwatthama?

He covers his eyes in fear. A terrifying roar is heard offstage. The lights dim and the stage grows dark.

Fig. 6.4

LET US UNDERSTAND 6.3

The Mendicant picks up a falling peacock feather. He assumes that it may have come from Krishna's crown. As he has paused the narrative flow, he muses on the sound of Krishna's chariot bells and wonders if he can stop Krishna's presence. He cannot help but recognise Krishna as the personification of respectable time. The sound of Ashwatthama, his killer's chariot, is audible. The beggar worries if Krishna can defeat Ashwatthama's hate since he sees it as a threatening black crow's feather. The Mendicant

can only observe as the chariot noises fade away. The chariot of Ashwatthama arrives at the Pandava camp. Ashwatthama is startled by a huge monster. The scenario ends with a roar, diminishing lights, and total darkness covers the stage.

Notes

INTEXT QUESTIONS 6.3

1. Who picks up the peacock feather?
2. Who is the devout and righteous follower of Krishna?
3. Where does the chariot of Ashwatthama reach?
4. Who covers his eyes in fear? Select the correct answer from the options given below.

    a) Mendicant

    b) Vidura

    c) Sanjaya

    d) None of the above

APPRECIATION

1. Sanjay: I am Sanjaya ..... stop spinning on that axle.

Context: Sanjaya considers his function and situation as a witness to the events of the epic conflict, the *Mahabharata.* He characterises himself as detached, barred from active participation in the battle, and limited to delivering information to the blind monarch, Dhritarashtra.

Explanation: Sanjaya accepts his role as narrator and witness of the developing events. He compares himself to a little ornamental wheel of a chariot, sandwiched between two much larger and more significant wheels. This metaphor represents his role as a mediator, standing between the main characters and their deeds. He defines his job as rotating when significant events occur, similar to how his little ornamental wheel spins in reaction to the larger wheels' movement. Sanjaya emphasises his disconnection from the ground and his incapacity to control the chariot's movement. He exposes his inability to stop his constant observation, which keeps him in a constant state of participation.

Notes

Critical Comment:

a. Sanjay is reflecting on his moral dilemmas.

b. Theme of fate and destiny is seen here.

c. Sanjay is the only observer of all events in the drama.

d. Both physical and metaphorical blindness are observed here.

2. The Chariots are .... has reached the Pandava Camp!

Context: This passage is a poignant moment in the narrative where the speaker, who appears to be a character within the story, expresses a sense of helplessness and resignation as significant events unfold around them.

Explanation: The elderly Mendicant, who has had some influence on the story, is coming to grips with the fact that he cannot change the way things turn out in this paragraph. He bemoans that he can only watch helplessly as the chariots race away, implying that the narrative has ended. The passage of divine direction and involvement is represented by Krishna's chariot's retreat into the surrounding darkness. Ashwatthama's chariot pulling up to the Pandava camp indicates an important turning point and oncoming war. The old Mendicant's inability to stop the narrative's progression shows the inevitable nature of some events and the results of the characters' decisions.

Critical Comments:

a. The helplessness of human being before fate is visible here.

b. The departure of Krishna is a symbol of divine intervention.

c. The arrival of Ashwatthama represents hatred and violence.

d. The section highlights more significant philosophical and moral issues.

? DO YOU KNOW 6.3

- *Andha Yug* is a verse play (a drama written in verse) written in Hindi and published in 1953.
- It was originally written as a radio play, and first broadcast by the Allahabad All India Radio.

- This translation was taken from Alok Bhalla's *The Age of Blindness* (2005).
- The present text is an excerpt from the Interlude of the translated version titled as "Feathers, Wheels and Bandages".

LET'S LEARN

GRAMMAR

Notes

A **clause** is a group of words that contains a subject and a finite verb.

Read the following sentence carefully:

She went to the store which was near her home.

The sentence can be divided into two parts or clauses. One is "She went to the store" and the other one is "which was near her home." Both the part has a subject and a finite verb.

However, the first clause, that is, "She went to the store" is independent and thus can be treated as a single sentence with a complete meaning.

Whereas the second clause, that is, "which was near her home" is dependent on the first clause and thus cannot be treated as a single sentence as it does not have a complete meaning.

Therefore, the first clause is called an **Independent Clause** or **Main Clause** that can stand alone as a complete sentence.

The second clause which cannot stand alone and relies on an independent clause is called a **Dependent Clause** or a **Subordinate Clause.**

Now, Dependent clauses can further be divided as:

a) **Adjective Clause** or **Relative Clause**: modifies a noun

Example: The book that I read.

b) **Adverbial Clause**: modifies a verb, adjective, or adverb

Example: After she finished her work, she went home.

c) **Noun Clause**: Functions as a noun

Example: What he said surprised everyone.

Notes

Remember that every sentence consists of at least one Main or Independent Clause.

There is another kind of clause that is called the **Coordinating Clause**. Let's take the following sentence as an example:

She likes to read novels and he prefers to watch movies.

This sentence could be divided into two clauses. One is "She likes to read novels" and the other one is "he prefers to watch movies". Notice that both the clauses are independent enough to act as the main clause and can stand alone as an individual complete sentence. Each of them contains a subject and a finite verb and does not rely on other clauses to complete its meaning. Here are some examples of coordinating clauses:

- He wanted to go to the park, but it started raining.
- I can cook dinner, or we can order takeout.
- He neither likes coffee nor drinks tea.
- She sings beautifully, so she often performs at local events.
- He didn't have time to prepare, yet he managed to give a great presentation.

Coordinating clauses are often connected by coordinating conjunctions such as "and," "but," "or," "nor," "for," "so," and "yet." These conjunctions join two or more independent clauses of equal importance.

INTEXT QUESTIONS 6.4

Identify the different types of clause in each sentence.

1. The cat, which was black, sat on the windowsill.
2. After the rain stopped, we went outside to play.
3. Sheila enjoys reading books and watching movies.
4. The boy who won the race received a trophy.
5. Before she goes to bed, Sarah always brushes her teeth.
6. The dog barked loudly, but nobody heard it.
7. Swimming in the ocean is one of her favorite activities.

Notes

8. He went to the store to buy some groceries, but he forgot his wallet.

9. The decision to postpone the event disappointed many attendees.

10. We could go for a walk in the park, or we could watch a movie at home.

LITERARY DEVICES

Simile

A simile is a literary device that compares two different things using the words "like" or "as." For ex,

"who is that giantlike being

standing in the dark

like a wall of black granite"

Here, the giant-like being is directly compared to a wall of black granite with the word 'like'.

Metaphor

Metaphor is a literary device wherein a term or phrase is used to describe an object or an action, to which it is not actually applicable. For ex,

"Life in this age

is not a smooth-flowing river

but a dark and tormented ocean"

Here, life is indirectly compared to "an eternal river" and "a blind and turbulent ocean" on the grounds of their vastness and unpredictability.

Personification

Personification was used in Lesson 1 as the crow, the deer and the jackal were given some human-like qualities, characteristics, and emotions.

Likewise, in this lesson 'Death' is personified as an entity that gives death agency and power, enhancing its ominous presence:

"Death grabbed my arm

and dragged me to its shore."

Notes

Symbolism

A symbol is an object or action that means something more than its literal meaning. For ex,

- Feathers may symbolise fragility
- wheels represent the cycle of life and fate
- bandages symbolise wounds and the attempt to heal or conceal pain

Imagery

Imagery refers to the use of vivid and descriptive language to create mental pictures or sensory experiences in the minds of the readers or listeners. It involves the use of words and phrases that appeal to the senses, such as sight, sound, taste, touch, and smell, to evoke a particular sensation, mood, or atmosphere. Through imagery, writers can paint rich and detailed scenes, allowing readers to visualise settings, characters, and events more vividly, and to engage with the text on a deeper level.

For example, the imagery of "a blind ocean bounded on all sides by mountains and caves and high cliffs" paints vivid pictures that evoke a sense of desolation and turmoil.

Allusion

An allusion is a literary device where a writer refers to a person, event, place, or work of art, whether real or fictional, within their own work. It's a brief and indirect reference meant to add depth or meaning to the text by drawing upon the reader's familiarity with the referenced material.

In *Andha Yug*, Bharati employs various allusions to characters and events from the epic *Mahabharata*.

INTEXT QUESTIONS 6.5

Identify the figures of speech from the following lines.

1. "I am like a firm wheel

   that was fixed to a chariot

   throughout the war."

2. "I am only a small

useless

decorative wheel

which turns

when the great wheels turn"

3. "it seems that my Lord

is like a useless axle

which has lost its wheels"

4. "He is the embodiment of time"

Will Krishna be able to squash

this black serpent of hate

which has raised its head once more?"

5. "... a useless axle

which has lost its wheels

and cannot turn by itself."

6. "A peacock feather floats across the stage."

7. "white snakeskins float on the surface of the sea"

VOCABULARY ENRICHMENT

Look at the table given below. Notice the word transformation. Some nouns have been transformed to verbs.

Adjective	Adverb
warm	warmly
prompt	promptly
medical	medically
right	rightly
strict	strictly

Notes

So, you may find that using the suffix '-ly' the adjective could be turned into an adverb.

For ex.: gently, strictly, constantly, excellently, steadily, unexpectedly

These are adverbs, usually formed by adding '-ly' suffixes to adjectives like gentle, strict, constant and so on.

INTEXT QUESTIONS 6.6

1. Make an adverb with the words in the bracket and use it to fill in the blanks.

   i. Amit ———— (gentle) picked up the injured puppy.

   ii. The crowd became a bit restless, but when the chief speaker came and spoke to them, they settled down ————— (peaceful).

   iii. The old man climbed ———— (painful)up the steps.

   iv. The teacher spoke very ________ (frim)to the rowdy boys.

   v. He walked ———— (steady) uphill for five miles.

2. Fill in the blanks in the sentences below with appropriate adverbs from the box.

   suddenly, slowly, painfully, hungrily, sadly, happily, luckily

   Rahul walked ———— up the hill to his house. It was a dark and rainy night and he wanted to get back so that he could have a hot bath and change into dry clothes. He thought ———— of the tasty dinner his mother would have cooked for him. But just then he twisted his ankle and fell on the roadside. "Oh dear, I can't walk," he thought ————. Now I won't get my hot bath, and my good dinner." ————— a car stopped. It was his neighbour. "Hurt yourself, Rahul?" he asked. "Never mind, I'll take you home." ———— Rahul got into the car.

LET'S DO

We have edited sentences and passages comprising mistakes of subject-verb agreement in Lesson 3. Another aspect of editing is to put the sentences in their proper order, especially narrative writing. The passages given below concern the error of sequencing. Make them correct.

1. Once a magician came to a small city to perform his magic show. The magician

offered to turn a copper coin into a gold one. Because he was a master of his art, people came from far and wide to see him perform. The farmer examined the coin and put it in his pocket. He bought himself a front-row ticket to be able to see everything the magician did from as close as possible. The farmer sitting in the front row eagerly gave him a copper coin. Taken aback the magician asked the farmer to return the coin so that he could show some more tricks with it. The magician turned the coin into a gold one and gave it to the farmer to look at. A farmer, who had heard a lot about the magician, also came from a neighbouring village. The farmer refused saying he could not risk it being turned back to copper and coolly walked out of the hall.

Notes

2. The sun, with its golden rays, painted the sky in hues of orange and pink. After a long day's journey, they finally reached the summit of the mountain. Surrounded by lush greenery, the secluded cottage seemed like a haven of tranquility. Laughter echoed through the halls as children played in the courtyard. With determination in her eyes, she embarked on a new adventure, leaving behind the familiar. The aroma of freshly brewed coffee filled the air, awakening the senses. Time seemed to stand still as they danced under the starry night sky. Amidst the chaos of the city, she found solace in the melody of chirping birds. Lost in thought, he wandered through the maze of bustling streets, searching for meaning. The old oak tree stood majestically, its branches reaching for the heavens.

LET'S TALK

Discuss how the play portrays the physical, emotional, and spiritual toll of conflict on individuals and society.

WHAT HAVE YOU LEARNT

- The play vividly depicts the devastating effects of war, not only on the battlefield but also on individuals, families, and society as a whole.
- It exposes the greed, ambition, and moral ambiguity that often lead individuals astray, even in the pursuit of noble causes.
- It suggests that humanity is trapped in a perpetual cycle of violence, suffering, and moral degradation.

TERMINAL QUESTIONS

Recognise the appropriate character and write in the brackets.

Yuyutsu, Vidura, Sanjaya, Mendicant, Ashwatthama, Gandhari, Krishna

1. He is the son of Dronacharya; a Kaurava warrior. (   )
2. She is the wife of the blind king, Dhritarashtra; mother of Duryodhana and his ninety-nine brothers. (   )
3. An incarnation (avatara) of the Godhead Vishnu; assists the Pandavas as counsellor and as Arjuna's charioteer. (   )
4. Charioteer of Dhritarashtra; given supernatural vision by Vyasa to describe everything that happens in the war to Dhritarashtra and Gandhari. (   )
5. Character who appears as an astrologer, as Vyasa, and as the hunter Jara. (   )
6. Sage and half-brother of Dhritarashtra. (   )
7. Illegitimate son of Dhritarashtra by a slave girl; the only Kaurava to take the Pandavas' side in the war. (   )

ANSWERS TO INTEXT QUESTIONS

6.1

1. an aged Mendicant
2. as an eternal river and death as grabbing his arm and dragging him to its shore.
3. unrest, mortality, dark sides of human nature
4. b) White

6.2

1. Yuyutsu
2. upheaval, reflection, and moral quandaries

3. a sense of disillusionment and existential crisis.
4. d) All the above

6.3

1. the Mendicant
2. the Mendicant
3. Pandava's camp
4. a) Mendicant

6.4

1. Adjective clause (modifies "cat")
2. Adverbial clause (modifies "went")
3. Coordinating clause (joins two independent clauses)
4. Adjective clause (modifies "boy")
5. Adverbial clause (modifies "brushes")
6. Coordinating clause (joins two independent clauses)
7. Noun clause (functions as the subject of the sentence)
8. Coordinating clause (joins two independent clauses)
9. Noun clause (functions as the subject of the sentence)
10. Coordinating clause (joins two independent clauses)

6.5

1. Metaphor, Symbol
2. Metaphor
3. Metaphor
4. Metaphor
5. Personification
6. Symbol

7. Imagery

6.6

1. i. gently, ii. peacefully iii. painfully iv. firmly,

2. slowly, hungrily, sadly, Suddenly, happily

Let's Do

1. One a magician came to a small city to perform his magic show. Because he was a master of his art people came from far and wide to see him perform. A farmer, who had heard a lot about the magician, also came from a neighbouring village. He bought himself a front-row ticket to see everything the magician did from as close as possible. The magician offered to turn a copper coin into a gold one. The farmer, sitting in the front row, eagerly gave him a copper coin. The magician turned the coin into a gold one and gave it to the farmer to look at. The farmer examined the coin and put it in his pocket. Taken aback, the magician asked the farmer to return the coin so that he could show some more tricks with it. The farmer refused saying he could not risk it being turned back to copper and coolly walked out of the hall.

2. Surrounded by lush greenery, the secluded cottage seemed like a haven of tranquility. The aroma of freshly brewed coffee filled the air, awakening the senses. With determination in her eyes, she embarked on a new adventure, leaving behind the familiar. After a long day's journey, they finally reached the summit of the mountain. The sun, with its golden rays, painted the sky in hues of orange and pink. Time seemed to stand still as they danced under the starry night sky. Amidst the chaos of the city, she found solace in the melody of chirping birds. Lost in thought, he wandered through the maze of bustling streets, searching for meaning. The old oak tree stood majestically, its branches reaching for the heavens. Laughter echoed through the halls as children played in the courtyard.

7

AFTER TWENTY YEARS

"After Twenty Years" is a short story written by O. Henry. It is a story of a meeting between two friends, Bob and Jimmy according to the promise they made twenty years ago. They wish to tell each other of what befell them in the intervening years. The end of the story brings surprise.

LEARNING OUTCOMES

After completing this lesson, the learner:

- Identifies the genre of short story as a literary text by close reading, and interpreting possible meanings;
- Composes in different styles (narrative, descriptive, expository, persuasive) from their own experiences and experiences of others;
- Formulates their point of views over complex situations;
- Evaluates the qualities like friendship and loyalty, arrogance and self absorption and trust through the actions of the characters.

7.1 SECTION I

The Policeman on the beat moved up the avenue impressively. The impressiveness was habitual and not for show, for spectators were few. The time was barely 10 o'clock at night, but chilly gusts of wind with a taste of rain in them had **well-nigh** developed the streets.

Trying doors as he went, **twirling** his club with many **intricate** and artful movements, turning now and then to cast his watchful eye down the **pacific thoroughfare**, the

Notes

- **Well-nigh:** almost, but not completely or exactly; very nearly.
- **Twirling:** turning something quickly several times.
- **Intricate:** complex.
- **Pacific thoroughfare:** calm and quiet street.

officer, with his **stalwart** form and slight swagger, made a fine picture of a guardian of the peace. The **vicinity** was one that kept early hours. Now and then you might see the lights of a cigar store or of an all-night lunch counter; but the majority of the doors belonged to business places that had long since been closed.

Fig. : 7.1

Notes

- **Stalwart:** marked by outstanding strength and vigour.
- **Vicinity:** surrounding area

LET US UNDERSTAND 7.1

A policeman confidently walked around the deserted nighttime streets of New York City in cold, windy, wet weather. He was very impressive as he completed his rounds and confidently checked the locks of every door to be sure they were secured. The area was deserted and there were very few people around. Most of the businesses had already closed for the day. The policeman was alert.

INTEXT QUESTIONS 7.1

1. What is the setting of the story?
2. What does 'beat' mean in the story?

   a) tired and ready to drop

   b) the territory that a police officer is assigned to patrol

c) sound or express especially by drumbeat

d) strike directly against forcefully and repeatedly

3. What is the policeman doing?

4. Why were the streets depopulated?

5. What does club mean in the story?

   a) stout stick that is larger at one end

   b) a group of people who share an interest

   c) a team of professional players who play and travel together

   d) golf equipment used by a golfer to hit a golf ball

6. The words that best describe the policeman are ____

   a) impressive b) fierce c) confident d) scary

   e) aggressive f) braggart g) cautious

   Quote lines from the story to justify your answer.

7.2 SECTION II

When about midway of a certain block the policeman suddenly slowed his walk. In the doorway of a darkened hardware store a man leaned, with an unlighted cigar in his mouth. As the policeman walked up to him the man spoke up quickly.

"It's all right, officer," he said, reassuringly. "I'm just waiting for a friend. It's an appointment made twenty years ago. Sounds a little funny to you, doesn't it? Well, I'll explain if you'd like to make certain it's all right. About that long ago there used to be a restaurant where this store stands-'Big Joe' Brady's restaurant."

"Until five years ago," said the policeman. "It was **torn down** then." The man in the doorway struck a match and lit his cigar. The light showed a pale, square-jawed face with keen eyes, and a little white scar near his right eyebrow. His scarfpin was a large diamond, oddly set.

Notes

- **Torn down:** complete demolition of a building.

Fig. : 7.2

"Twenty years ago tonight," said the man. "I dined here at 'Big Joe, Brady's with Jimmy Wells, my best chum, and the finest chap in the world. He and I were raised here in New York, just like two brothers, together. I was eighteen and Jimmy was twenty. The next morning I was to start for the West to make my fortune. You couldn't have dragged Jimmy out of New York; he thought it was the only place on earth. Well, we agreed that night that we would meet here again exactly twenty years from the date and time, no matter what our conditions might be or from what distance we might have to come. We figured that in twenty years each of us ought to have our destiny worked out and our fortunes made, whatever they were going to be."

LET US UNDERSTAND 7.2

The policeman suddenly slowed when he noticed a man standing in a darkened doorway. The man had a little white scar near his right eyebrow and wore a scarf pin with a large diamond. Seeing the police officer walking toward him, the man, explained that he was waiting for his childhood friend, Jimmy Wells. Twenty years ago, they had both agreed that they would meet at Big Joe Bradys restaurant at 10 pm on this date. The police officer informed the man that the restaurant had closed five years ago. However, the man added that twenty years ago he had dined at 'Big Joe' Brady's with his best friend Jimmy Wells. They had been as close as brothers. He was eighteen then and Jimmy was twenty. They then decided that they would meet there again exactly twenty

years from that date and time, no matter what their conditions might be. The next morning he left for the West to make his fortune while Jimmy stayed on in New York.

INTEXT QUESTIONS 7.2

1. What can be inferred about the personality of the man in the doorway based on the descriptin of his appearance and actions?

   a) He is humble and modest

   b) He is wealthy and confident

   c) He is shy and reserved

   d) He is careless and unkempt

2. How dis the man describe his friend, Jimmy Wells?

   a) As his worst enemy

   b) As a cunning and clever person

   c) As his best chum and the finest chap in the world

   d) as a quiet and shy person

3. Why did the man travel to the west to make his fortune?

4. Where did Jimmy Wells and the man in the doorway grow up?

5. Who made a promise twenty years ago? What was the promise?

6. Why did the friends part?

7.3 SECTION III

"It sounds pretty interesting," said the policeman. "Rather a long time between meets, though, it seems to me. Haven't you heard from your friend since you left?"

"Well, yes, for a time we corresponded," said the other. "But after a year or two we lost track of each other. You see, the West is a pretty big **proposition**, and I kept **hustling** around over it pretty lively. But I know Jimmy will meet me here if he's alive, for he always was the truest, **staunchest** old chap in the world. He'll never forget. I came a thousand miles to stand in this door tonight, and it's worth it if my old partner

Notes

- **Proposition -** (here) a very large area
- **Hustling -** to sell or buy something from (someone) by energetic and especially underhanded activity
- **Staunchest -** most loyal in support.

turns up."

The waiting man pulled out a handsome watch, the lids of it set with small diamonds.

"Three minutes to ten," he announced. "It was exactly ten o'clock when we parted here at the restaurant door,"

"Did pretty well out West, didn't you?" asked the policeman.

"You bet! I hope Jimmy has done half as well. He was a kind of **plodder**, though, good fellow as he was. I've had to compete with some of the sharpest wits. A man gets in a **groove** in New York. It takes the West to put a **razor-edge** on him."

The policeman twirled his club and took a step or two.

"I'll be on my way. Hope your friend comes around all right. Going to **call time on him sharp?"**

"I should say not!" said the other. "I'll give him half an hour at least. If Jimmy is alive on earth he'll be here by that time. So long, officer."

"Good night, sir," said the policeman, passing on along his beat, trying doors as he went.

Fig. : 7.3

Notes

- **Plodder -** someone who works slowly and continuously, but without imagination, enthusiasm, or interest.
- **Groove -** a settled existence, routine, etc, to which one is suited or accustomed, esp one from which it is difficult to escape.
- **Razor-edge -** an extreme degree of sharpness and shrewdness.
- **Call time on him sharp -** wait for him till the exact fixed time

LET US UNDERSTAND 7.3

The policeman found the story interesting. He asked the man in the doorway if he had ever heard from his friend since then. The man replied said that they had lost track of each other a year or two after they parted but was sure that if Jimmy was alive, he would come. Just as he had travelled "a thousand miles" to be there. Then he pulled out a handsome watch, the lid of which was set with small diamonds. Noting the man's expensive jewellery, the police officer observed that the man must have been successful in his endeavours. The man confirmed this, explaining that while in the West he had to pit his wits against some of the sharpest wits for his fortune. He hoped his friend, who was slower, had done half as well as him. At this point, the police officer wished the man a good night and a successful reunion and moved on to continue his patrol. The man expressed his determination to wait some more, even as the weather became increasingly cold and rainy.

INTEXT QUESTIONS 7.3

1. How did the man to make his fortune?
2. Why is the man confident that Jimmy will keep his promise?
3. What does the man think of his friend Jimmy Wells?
4. What does the man show to indicate he has done well out west?
5. How long did the man plan to wait for his friend? Why do you think the police officer asked him the question?
6. What does the man imply about life the New York compared to life the West?

7.4 SECTION IV

There was now a fine, cold drizzle falling, and the wind had risen from its uncertain puffs into a steady blow. The few foot passengers astir in that quarter hurried **dismally** and silently along with coat collars turned high and pocketed hands. And in the door of the hardware store the man who had come a thousand miles to fill an appointment, uncertain almost to **absurdity**, with the friend of his youth, smoked his cigar and waited.

About twenty minutes he waited, and then a tall man in a long overcoat, with collar turned up to his ears, hurried across from the opposite side of the street. He went

Notes

- **Dismally -** (here) gloomily; unhappily
- **Absurdity -** ridiculousness.

directly to the waiting man.

"Is that you, Bob?" he asked, doubtfully.

"Is that you, Jimmy Wells?" cried the man in the door.

"Bless my heart!" exclaimed the new arrival, grasping both the other's hands with his own.

"It's Bob, sure as fate. I was certain I'd find you here if you were still in existence. Well, well, well!-twenty years is a long time. The old restaurant's gone, Bob; I wish it had lasted, so we could have had another dinner there. How has the West treated you, old man?"

"Bully; it has given me everything I asked it for. You've changed lots, Jimmy. I never thought you were so tall by two or three inches."

"Oh, I grew a bit after I was twenty."

"Doing well in New York, Jimmy?"

"Moderately. I have a position in one of the city departments. Come on, Bob; we'll go around to a place I know of, and have a good long talk about old times."

The two men started up the street, arm in arm. The man from the West, his egotism enlarged by success, was beginning to outline the history of his career. The other, submerged in his overcoat, listened with interest.

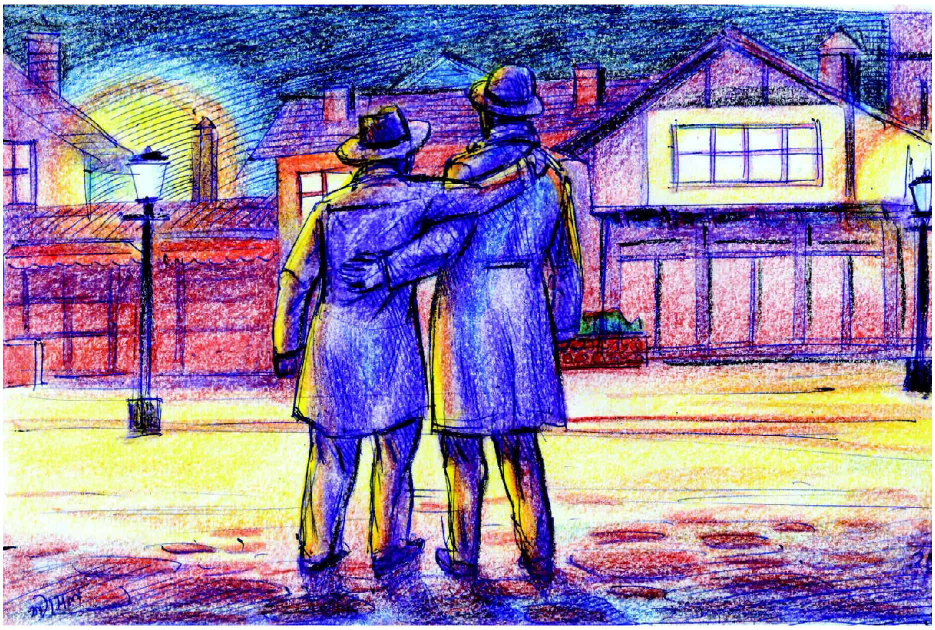


Fig. : 7.4

Notes

- **Bully -** (slang) splendid

At the corner stood a drug store, brilliant with electric lights. When they came into this glare each of them turned **simultaneously** to gaze upon the other's face. The man from the West stopped suddenly and released his arm.

"You're not Jimmy Wells," he snapped. "Twenty years is a long time, but not long enough to change a man's nose from a **Roman** to a **pug**."

"It sometimes changes a good man into a bad one," said the tall man. "You've been under arrest for ten minutes, 'Silky' Bob. Chicago thinks you may have dropped over our way and wires us she wants to have a chat with you. Going quietly, are you? That's sensible. Now, before we go on to the station here's a note I was asked to hand you. You may read it here at the window. It's from Patrolman Wells."

The man from the West unfolded the little piece of paper handed him. His hand was steady when he began to read, but it trembled a little by the time he had finished. The note was rather short:

Bob; I was at the appointed place on time. When you struck the match to light your cigar I saw it was the face of the man wanted in Chicago. Somehow I couldn't do it myself, so I went around and got a **plain-clothes man** to do the job.

"JIMMY."

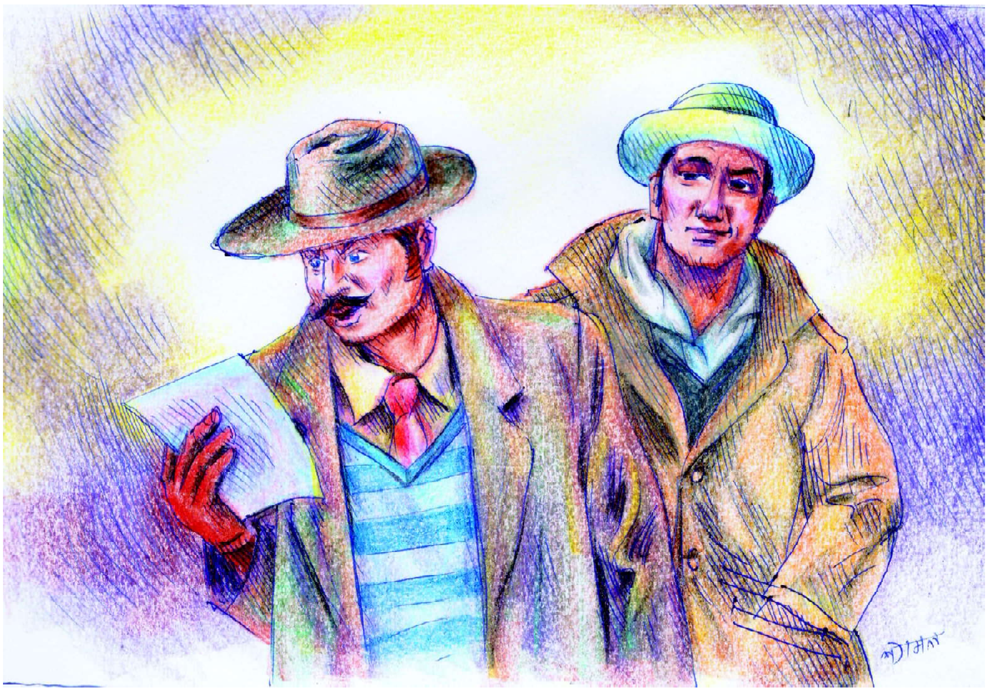


Fig. : 7.5

Notes

- **Simultaneously -** happening at the same time.
- **Roman nose -** a Roman or an aquiline nose is one with a prominent bridge, giving it the appearance of being curved or slightly bent.
- **Pug Nose -** a short nose with an upturned tip.
- **Plain-Clothes Man** - a police officer who does not wear a uniform while on duty.

Notes

LET US UNDERSTAND 7.4

The man had waited about twenty minutes when a tall man in a long overcoat, with a collar turned up to his ears. He approached him and asked him if he was Bob. The man answered in the affirmative and asked excitedly if the tall man was the friend he had been waiting for. They greeted each other warmly and talked of the years when they had lost touch. Bob said that the West had given him everything he asked for, while the tall man stated that he worked for the city and had done moderately well. Bob commented that Jimmy had grown a few inches since their last meeting. Then they walked together to have a good long talk at a place chosen by the tall man till they came to a drug store that was brilliantly lit with electric lights. They gazed at each other. Bob finally got a good look at the tall man's face and the shape of the nose gave away the fact that the tall man was not Jimmy. He stopped suddenly and released his arm. The tall man commented that twenty years had changed a good man into a bad one. He then revealed that Bob was under arrest as Chicago police officers had informed the New York police that Bob, a wanted criminal known as "Silky Bob," was in New York. Before the tall man led Bob away, he said that he had been instructed to give him a note written by a police officer named Wells. The short note said that Jimmy was there at the appointed place on time. But when he struck the match to light his cigar, Jimmy saw it was the face of the man wanted in Chicago. He could not arrest his friend himself and had sent a patrolman in plain-clothes to do the job.

INTEXT QUESTIONS 7.4

1. How does the weather change as the story progresses?
2. What was the change that Bob noticed in 'his friend, Jimmy'?
3. How did Bob recognise that the tall man he was talking to was not Jimmy?
4. What was the real identity of the tall man in the overcoat? Why had he gone there?
5. Why did Bob's hands begin to tremble as he almost finished reading the note?
6. What would you have done in Jimmy Wells' place?

CHARACTER SKETCHES

Bob (Silky) Dawl

- Once a close friend of Jimmy, now polished and involved in a life of crime;
- Exhibits sentimentality and criminality, highlighting the impact of time on individuals;
- Represents the changed dynamics of friendship and life choices over two decades.

Jimmy Wells

- A uniformed policeman with a quiet demeanor who questions Jimmy about his activities;
- Symbolises law and order, adds tension to the narrative;
- Central character; symbolises constancy and the passage of time.

DO YOU KNOW

- O. Henry's real name was William Sydney Porter. He was born in Greensboro, North Carolina, in 1862.
- He specialised in the short story that ends with a completely unexpected surprise.
- This story was first published in his anthology, *The Four Million* in 1906.
- Point of view (POV) is the narrator's position in relation to the story. "After Twenty Years" is narrated in third person omniscient, where an 'off-page' narrator relates a story about the characters. The narrator wanders free, giving a broader view of things.

LET'S LEARN

GRAMMAR

Simple, Complex and Compound Sentences

We have read the clause and its types in the last lesson. now, consider the following

Notes

sentences:

(a) The sun sets in the west.

(b) Everyone knows that the sun sets in the west.

(c) The sun rises in the east and sets in the west.

You must have noticed that sentence (a) has only one independent clause or main clause. This is called **Simple sentences.**

Example:

- The cat meows loudly.
- The little boy is too short to reach the branches of the tree.
- The girl is writing a letter inviting her friend to her birthday party.

You can find that all the sentences in the example are complete, and each has only one subject and a finite verb.

Now, let's move on to sentence (b) and sentence (c). Both of them have two clauses each.

But, in sentence (b), one is the main clause and the other one is depending on the main clause.

Everyone knows that the sun sets in the west.

The clause "Everyone knows that" is depending on the clause "the sun sets in the west." This sentence is called a **Complex sentence**. You can find that complex sentences consist of one independent clause, and one or more dependent clauses. Use a comma when the dependent clause comes first. No comma is needed if the independent clause comes first.

Example:

- After the game, we went for a movie.
- Because it was sunny, we decided to have a picnic.
- While I was studying for my exams, which were approaching rapidly, my younger sister was playing in the backyard.

In sentence (c), both the clauses are independent clauses joined by a coordinating

conjunction, and can be put as two simple sentences. This sentence is called a **Compound sentence**.

The sun rises in the east and sets in the west.

Hence, a compound sentence is a combination of two or more independent clauses joined by a coordinating conjunction (and, but, or, nor, for, so, yet).

Example:

- I like coffee but my friend prefers tea.
- It's raining so I'll stay indoors.
- I enjoy hiking in the mountains, my sister prefers relaxing on the beach, and our parents love exploring historical cities.

Understanding simple, compound, and complex sentences enhances your ability to express ideas with clarity and variety.

Notes

INTEXT QUESTIONS 7.5

Read each sentence below and identify whether it is a simple, complex, or compound sentence.

1. The policeman completed his rounds and confidently checked the locks of every door.
2. She walked to the store and bought some groceries.
3. After the rain stopped, the children went outside to play.
4. Although it was late, he decided to finish his homework.
5. Maria loves to read, but she doesn't have much time.
6. The cat slept peacefully on the windowsill.
7. Whenever it rains, the streets get flooded.
8. Sarah baked cookies, and her brother decorated them.
9. Because he forgot his umbrella, Peter got soaked in the rain.
10. Sam enjoys playing basketball, so he practices every day.

Notes

11. The dog barked loudly when the doorbell rang.

LITERARY DEVICES

O' Henry has used a technique called **Foreshadowing** in this story.

Foreshadowing is a literary device used to give an indication or hint of what is to come later in the story. It is useful for creating suspense, a feeling of unease, a sense of curiosity, or a mark that things may not be as they seem.

In this short story, foreshadowing is used when Bob mentions his appointment with a friend at a specific location twenty years later. This creates anticipation and sets the stage for the story's eventual revelation about the consequences of that meeting.

Some other literary works that includes this device are:

- "Rain, Rain, Go Away" by Isaac Asimov
- "The Landlady" by Roald Dahl
- "The Tell-Tale Heart" by Edgar Allan Poe

VOCABULARY ENRICHMENT EXERCISES

One word can have more than one meaning.

Example:

a) The president placed a wreath on the grave of the unknown soldier. (a place where someone is buried)

b) With a grave look Mr. Birla told his employee, "You must never whistle while working." (serious)

INTEXT QUESTIONS 7.6

Guess a word that could replace both the underlined phrases of a set of sentences:

1. a) You have been at the computer all morning; you deserve a stop for a brief period.

   b) Thieves steal into a locked house in and steal everything.

2. a) The proposal or plan to increase college fees was unanimously rejected.

Notes

b) The slow movement of the bullock cart lulled him to sleep.

3. a) She was a leading person in the movement against child labour.

   b) Without looking at the accounts we cannot say whether the company is running at a loss.

4. a) The audience burst into uncontrolled, excited applause.

   b) Lions that have been living in natural conditions usually do not thrive in zoos.

LET'S TALK

1. Have you ever faced a real life situation where a dilemma between right and wrong occurred? Share your views.

2. In the age of mobile phones and quick communication, how would this story turn out? Discuss with your friends..

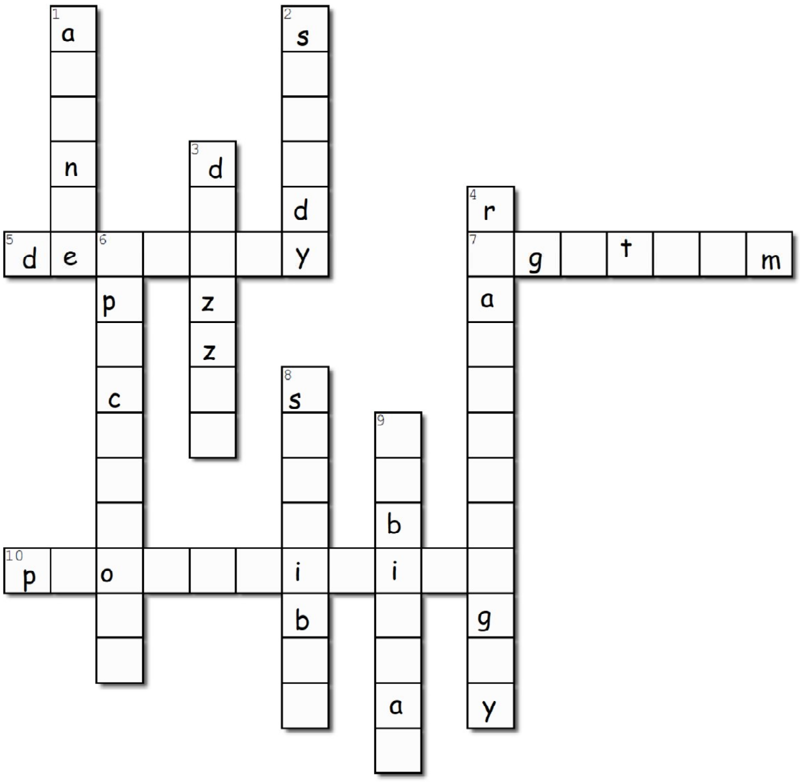
LET'S WRITE

Imagine yourselves as main characters: Bob or Jimmy. Connect with their thoughts and feelings about the reunion and the events of the story and write your experience. Use direct quotes from the story to maintain authenticity.

Across	Down
5. fate or what happens in the future	1. a wide, straight road, especially one with trees on either side.
7. an exaggerated sense of self-importance	2. firm; not shaking
10. something (eg. a proposal) offered for consideration or acceptance	3. rain in very small drops or very lightly
	4. restoring or boosting contidence, certainty, or security
	6. a person who looks on (as at a sports event)
	8. indicative of good sense or reason
	9. regularly or repeatedly doing or practicing something or acting in some manner

LET'S DO

A. Complete the crossword using the hints given.



B. Fill in the blanks with the words from the crossword.

1. We walked down the ______ lined with trees.
2. He drank his ___________________ cup of coffee after dinner.
3. Around twenty thousand ____________ came to watch the match of the century.
4. Mother spoke to me __________ and said things would turn out for the best.
5. She felt that it was her _______________ to be a famous singer someday.
6. Having achieved fame and success only fanned her __________.
7. I think the ______________ thing to do now would be to stop and ask for directions.

8. His progress at school has been slow but ______________.

9. I love walking about when there is a light ____________.

10. He sent us an attractive business ______________

WHAT HAVE YOU LEARNT

- The story explores the themes of loyalty and friendship through the characters of Jimmy Wells and Bob. Despite the passage of twenty years, Jimmy remains loyal to his promise to meet Bob at a specific location, highlighting the enduring nature of their friendship.

- The story emphasises how time can change people and circumstances. The reunion of Jimmy and Bob after two decades reveals how both characters have evolved and experienced different life paths.

TERMINAL QUESTIONS

1. Create character profiles for Bob and Jimmy. Describe their physical appearance, personality traits, motivations, and how they change over the course of the story.

2. Write a note on the atmosphere of the story After Twenty Years. How does the writer create the atmosphere?

3. In a short story, conflict provides crucial tension in any story and is used to drive the narrative forward. Conflict can be both external and internal. Comment on Jimmy's internal conflict.

4. Analyse the contents of the letter Bob shows to the police officer. Write the letter from Bob's perspective, explaining his thoughts and feelings behind its creation.

5. Do you like the character of Bob? Provide textual evidence for what makes the character likable or unlikable.

Notes

ANSWERS TO INTEXT QUESTIONS

7.1

1. a deserted nighttime streets of New York City in cold, windy, wet weather.

2. b) the territory that a police officer is assigned to patrol

3. The policeman is on his regular patrol duty. He moves up the deserted street, trying doors as he goes, twirling his club and looking around cautiously as he checks everything is secure on his beat

4. Because of the chilly wind and sudden bursts of rain.

5. a) stout stick that is larger at one end

6. a) impressive - "The policeman on the beat moved up the avenue impressively. The impressiveness was habitual and not for show."

   c) confident - "The police officer walked with a slight swagger."

   g) cautious - "he tried doors as he went… turning now and then to cast his watchful eye down the road."

7.2

1. b) He is wealthy and Confident.

2. c) As his best chum and the finest chap in the world.

3. Because he believed the West offered better propects for achieving sucess and wealth.

4. Jimmy Wells and his friend grew up in New York City.

5. The stranger in the doorway Bob and his friend Jimmy Wells, made a promise to each other twenty years ago. They agreed to meet at a restaurant called 'Big Joe' Brady's restaurant at 10 pm exactly twenty years later, regardless of thier circumtances.

6. The friends parted when they decided to go their different ways to make their fortunes. The man in the doorway went West to make his fortune. Jimmy, on the other hand, decided to stay on in New York.

7.3

1. The man had gone to the West to make his fortune. He has lived by his wits and has done well.
2. Because Jimmy was always the truest, staunchest old chap.
3. The man thinks Jimmy was the most loyal of friends and will turn up for the meeting. At the same time he feels Jimmy remains a blodder and has stayed on in his own familiar atmosphere.
4. A handsome watch set with small diamonds.
5. for another half an hour.
6. New York makes people dull, while the West sharpes them.

7.4

1. It turns into a fine, cold drizzle with a steady wind.
2. Bob noticed that Jimmy had become two or three inches taller.
3. As the two men crossed a well-lit drug store, the two men turned to have a good look at each other. Bob at once noticed that the man who had claimed to be Jimmy Wells had a pug one, while Jimmy had a Roman nose.
4. The tall man in the overcoat was a plain clothes man. Jimmy Wells had sent him to arrest Bob, a wanted criminal called Silky Bob.
5. Bob's hands began to tremble as he almost finished reading the note as the events had taken an unexpected turn. He was expecting a happy meeting and not an arrest.
6. Individual answer.

7.5

1. Compound
2. Compound
3. Complex
4. Complex
5. Compound
6. Simple
7. Complex
8. Compound

Notes

9. Complex
10. Compound

7.6

1. break
2. motion
3. figure
4. wild

Let's Do

A. **Across**

5. destiny
7. egotism
10. proposition

Down

1. avenue
2. steady
3. drizzle
4. reassuringly
6. spectators
8. sensible
9. habitual

B.
1. avenue
2. habitual
3. spectators
4. reassuringly
5. destiny
6. egotism
7. sensible
8. steady
9. drizzle
10. proposition

8

THE NECKLACE

The story ‘The Necklace’ is written by French author **Guy de Maupassant**, one of the greatest short story writers of all time. The story is a satire that gives a strong message on human values like honesty and truthfulness. We often see that false pride and a desire to show off is the cause of all suffering. We should be proud of ourselves and learn to accept our flaws and weaknesses and inculcate good qualities in ourselves. By accepting our weakness, we improve ourselves. The story teaches us that we should be content with whatever that we have and be what we are. So, the story ‘The Necklace’ tells us about the negative effects of pride and vanity and emphasises on the importance of honesty.

LEARNING OUTCOMES

At the end of the lesson, the learner:

- Recognises classic texts in English translated from the foreign languages;
- Discusses the foreign culture and norms through literary texts;
- Uses English words of French origin;
- Ascertains the value of truthfulness, honesty and lack of pretentiousness.

8.1 SECTION I

The girl was one of those pretty and charming young creatures who sometimes are born, as if by a slip of fate, into a family of clerks. She had no dowry, no expectations, no way of being known, understood, loved, married by any rich and distinguished man; so, she let herself be married to a little clerk of the Ministry of Public Instruction.

She dressed plainly because she could not dress well, but she was unhappy as if she had really fallen from a higher station; since with women there is neither **caste** nor rank, for beauty, grace and charm take the place of family and birth. Natural **ingenuity**, instinct for what is elegant, a **supple** mind are their sole **hierarchy**, and often make of women of the people the equals of the very greatest ladies.

Notes

- **Caste –** (here) social system based on economic class
- **Ingenuity –** ability to think of clever new ways of doing something.
- **Supple –** able to be bent easily; yielding.
- **Hierarchy –** social order based on one's class

LET US UNDERSTAND 8.1

Mathilde, a young and pretty girl, was born in a family of clerks. She continuously bemoaned being born into a family with limited means. Being poor she could not marry a rich and distinguished man, and had to marry a petty clerk working in the Ministry of Public Instruction. Her husband could afford to provide her only with a modest though not uncomfortable lifestyle. She was unhappy and angry at not being able to lead a life of luxury and suffered incessantly, as she felt her beauty entitled her to a higher status.

INTEXT QUESTIONS 8.1

1. Who is the protagonist of the story?
2. What is Mathilde's main desire at the beginning of the story?
3. Do you think Madame Loisel was happy being married to her husband? Give a reason to substantiate your answer.
4. Who did Mathilde's husband work for?
5. Mathilde *let herself be married to a little clerk of the Ministry of Public Instruction.* Mathilde felt her marriage was based on ________________.

   a) compromise b) love

   c) choice d) compulsion
6. Why was Mathilde constantly dissatisfied?

8.2 SECTION II

Mathilde suffered ceaselessly, feeling herself born to enjoy all delicacies and all luxuries. She was distressed at the poverty of her dwelling, at the bareness of the walls, at the shabby chairs, the ugliness of the curtains. All those things, of which another woman of

her rank would never even have been conscious, tortured her and made her angry. The sight of the little **Breton** peasant who did her humble housework aroused in her despairing regrets and bewildering dreams. She thought of silent antechambers hung with Oriental **tapestry**, illumined by tall bronze **candelabra**, and of two great footmen in **knee breeches** who sleep in the big armchairs, made drowsy by the oppressive heat of the stove. She thought of long reception halls hung with ancient silk, of the dainty cabinets containing priceless curiosities and of the little **coquettish** perfumed reception rooms made for chatting at five o'clock with intimate friends, with men famous and sought after, whom all women envy and whose attention they all desire.

When she sat down to dinner, before the round table covered with a tablecloth in use three days, opposite her husband, who uncovered the soup **tureen** and declared with a delighted air, "Ah, the good soup! I don't know anything better than that," she thought of dainty dinners, of shining silverware, of tapestry that peopled the walls with ancient personages and with strange birds flying in the midst of a fairy forest; and she thought of delicious dishes served on marvellous plates and of the whispered **gallantries** to which you listen with a **sphinx-like** smile while you are eating the pink meat of a trout or the wings of a **quail**.

She had no gowns, no jewels, nothing. And she loved nothing but that. She felt made for that. She would have liked so much to please, to be envied, to be charming, to be sought after.

She had a friend, a former schoolmate at the convent, who was rich, and whom she did not like to go to see any more because she felt so sad when she came home.

LET US UNDERSTAND 8.2

Mathilde felt she was so beautiful that she was born for the delicacies and luxuries, for a life of elegance. She suffered from the poverty of her apartment, the shabby walls and the worn chairs. She was dissatisfied and discontented. Her husband expressed his pleasure at the small, modest supper she prepared for him. But she dreamed of an elaborate feast served on fancy china and eaten in the company of wealthy friends. She wanted to be envied and sought after, but she had no gowns, jewels, or other material possessions. Without them, she felt undesirable. She had one wealthy friend, Madame Forestier, but Mathilde refused to visit her because of the heartbreak it brought her when she came home.

Notes

- **Breton** – native of Brittany, a place in France
- **Tapestry** – an ornamental piece of cloth used for covering walls and furniture, or as curtains, whose pattern or picture is created by weaving different coloured woollen threads onto a special type of strong cloth.
- **Candelabra** – a branched or ornamental candlestick
- **Knee breeches** – knee-length trousers often having decorative buckles at, or near, the bottom commonly worn by men in the 17th to 19th centuries.
- **Coquettish** – flirtish or attempting to attract attention. (here) rooms with ornate furniture and attractive ambiance
- **Tureen** – a large deep serving dish with a cover.
- **Gallantries** – polite attentiveness to women
- **Sphinx-like** – enigmatic; in Greek mythology, a sphinx was a monster with the head of a woman and the body of a lioness that lay outside the city of Thebes and asked riddles to travellers, strangling those who could not solve them
- **Quail** – a small brown bird with a round body, small head, short neck and short tail, which is similar to partridges, but smaller and mysterious

Notes

INTEXT QUESTIONS 8.2

1. What did Mathilde feel as she looked around her house? Why?
2. How does Mathilde's perception of her appearance affect her behaviour? Choose the most suitable answer from the options given below.
   a) She becomes arrogant and vain.
   b) She becomes more confident and outgoing
   c) She becomes indifferent towards her appearance.
   d) She becomes self-conscious and withdrawn.
3. Which of the following words best describes Mathilde? Give reasons for your answer.
   a) imaginative
   b) dissatisfied
   c) short-tempered
   d) content
4. How was Mathilde's husband different from her?
5. What advice would you like to give Mathilde? Why?
6. Who was Mathilde's friend? Why did Mathilde not like to visit her any longer?

8.3 SECTION III

But one evening her husband reached home with a triumphant air and holding a large envelope in his hand.

"There," said he, "there is something for you."

She tore the paper quickly and drew out a printed card which bore these words:

The Minister of Public Instruction and Madame Georges Ramponneau request the honour of M. and Madame Loisel's company at the palace of the Ministry on Monday evening, January 18th.

Instead of being delighted, as her husband had hoped, she threw the invitation on the table **crossly**, muttering:

"What do you wish me to do with that?"

Fig. : 8.1

"Why, my dear, I thought you would be glad. You never go out, and this is such a fine opportunity. I had great trouble to get it. Everyone wants to go; it is very **select**, and they are not giving many invitations to clerks. The whole official world will be there."

She looked at him with an irritated glance and said impatiently:

"And what do you wish me **to put on my back**?"

He had not thought of that. He stammered:

"Why, the gown you go to the theatre in. It looks very well to me."

He stopped, distracted, seeing that his wife was weeping. Two great tears ran slowly from the corners of her eyes toward the corners of her mouth.

Notes

- **Crossly** – irritably
- **Select** – exclusive
- **To put on my back** – to wear

Notes

- **Despair** – misery
- **Economical** – (here) frugal; avoiding wasteful expenditure

"What's the matter? What's the matter?" he answered.

By a violent effort she conquered her grief and replied in a calm voice, while she wiped her wet cheeks:

"Nothing. Only I have no gown, and, therefore, I can't go to this party. Give your card to some colleague whose wife is better equipped than I am."

He was in **despair**. He resumed:

"Come, let us see, Mathilde. How much would it cost, a suitable gown, which you could use on other occasions—something very simple?"

She reflected several seconds, making her calculations and wondering also what sum she could ask without drawing on herself an immediate refusal and a frightened exclamation from the **economical** clerk.

Finally, she replied hesitating:

"I don't know exactly, but I think I could manage it with four hundred francs."

He grew a little pale, because he was laying aside just that amount to buy a gun and treat himself to a little shooting next summer on the plain of Nanterre, with several friends who went to shoot larks there of a Sunday.

But he said:

"Very well. I will give you four hundred francs. And try to have a pretty gown."

LET US UNDERSTAND 8.3

One day, Mr. Loisel got an invitation from the Minister of Public Instruction to a formal party with spouse at their residence. He was proud of having been selected for the honour. He hoped that Mathilde would be thrilled with the chance to attend an event of this sort. But, much to his surprise, she was in despair and began to cry. Through her tears, she told him that she had nothing to wear to the party and that he ought to give the invitation to one of his friends whose wife could afford better clothing. Upset by her reaction, Mathilde's husband asked her how much a suitable dress would cost. She thought carefully about it and told him that 400 francs would be enough. Her husband, though he hesitated at the sum, agreed to give her the money that he had set aside to buy a gun and treat himself to a little shooting next summer on the plain of Nanterre, with his friends.

INTEXT QUESTIONS 8.3

1. What was the 'something' Monsieur Loisel got for his wife from his office?
2. How did Mathilde react at the invitation?
3. How did Mathilde's husband react to her request for a new dress?
4. Why did Monsieur Loisel give Mathilde the money he had saved for himself?
5. What does this tell about him?
6. Mathilde's happiness depends on material possessions. Do you agree? Why/ Why not?

8.4 SECTION IV

The day of the party drew near and Madame Loisel seemed sad, uneasy, anxious. Her frock was ready, however. Her husband said to her one evening:

"What is the matter? Come, you have seemed very queer these last three days."

And she answered:

"It annoys me not to have a single piece of jewellery, not a single ornament, nothing to put on. I shall look poverty-stricken. I would almost rather not go at all."

"You might wear natural flowers," said her husband. "They're very stylish at this time of year. For ten francs you can get two or three magnificent roses."

She was not convinced.

"No; there's nothing more humiliating than to look poor among other women who are rich."

"How stupid you are!" her husband cried. "Go look up your friend, Madame Forestier, and ask her to lend you some jewels. You're intimate enough with her to do that."

She uttered a cry of joy:

"True! I never thought of it."

The next day she went to her friend and told her of her **distress**.

Notes

- **Distress** – problem; difficulty

Madame Forestier went to a wardrobe with a mirror, took out a large jewel box, brought it back, opened it and said to Madame Loisel:

"Choose, my dear."

She saw first some bracelets, then a pearl necklace, then a Venetian gold cross set with precious stones, of admirable workmanship. She tried on the ornaments before the mirror, hesitated and could not make up her mind to part with them, to give them back. She kept asking:

"Haven't you any more?"

"Why, yes. Look further; I don't know what you like."

Suddenly she discovered, in a black satin box, a superb diamond necklace, and her heart throbbed with an **immoderate** desire. Her hands trembled as she took it. She fastened it round her throat, outside her high-necked dress, and was lost in **ecstasy** at her reflection in the mirror.

Fig. : 8.2

Then she asked, hesitating, filled with anxious doubt: "Will you lend me this, only this?"

"Why, yes, certainly."

Notes

- **Immoderate** – excessive
- **Ecstasy** – a state of extreme pleasure and happiness

She threw her arms round her friend's neck, kissed her passionately, then fled with her treasure.

The night of the party arrived. Madame Loisel was a great success. She was prettier than any other woman present, elegant, graceful, smiling and wild with joy. All the men looked at her, asked her name, sought to be introduced. All the **attaches** of the Cabinet wished to **waltz** with her. She was remarked by the minister himself.

Fig. : 8.3

She danced with **rapture**, with passion, intoxicated by pleasure, forgetting all in the triumph of her beauty, in the glory of her success, in a sort of cloud of happiness, comprised of all this **homage**, all this admiration, all these awakened desires and of that sense of triumph which is so sweet to a woman's heart.

LET US UNDERSTAND 8.4

As the day of the party approached, Mathilde started to behave oddly. She now said she had no jewellery to wear to the party. Monsieur Loisel suggested her to wear flowers, but she refused. He implored her to visit Madame Forestier and borrow something from her. Madame Forestier showed Mathilde her jewels and promised to lend Mathilde whatever she wanted. Mathilde selected a diamond necklace and was overcome with gratitude at Madame Forestier's generosity. Mathilde was the most beautiful woman at the party, and everyone noticed her. She was intoxicated by the attention she received. She danced with passion and won the hearts of all the men with

Notes

- **Attaches** – a junior officer attached to an ambassador's staff
- **Waltz** – a German formal party room dance performed by couples who move around a large room in circular motion to music that is specially written for this style of dancing
- **Rapture** – a state of great joy
- **Homage** – showing great respect

her pretty looks and elegant smile. She was filled with happiness and self-satisfaction.

INTEXT QUESTIONS 8.4

1. After she got her dress, what other objection did Mathilde have for going to the party?
2. How did Madame Forestier solved this problem?
3. What piece of jewellery did Mathilde choose?
4. What was Madame Forester's response when Madame Loisel asked to borrow the diamond necklace?
5. What made Mathilde a great success at the party?
6. What was Mathilde's reaction to the admiration she received at the party?

8.5 SECTION V

She left the party about four o'clock in the morning. Her husband had been sleeping since midnight in a little deserted anteroom with three other gentlemen whose wives were enjoying the party.

He threw over her shoulders the wraps he had brought, the **modest** wraps of common life, the poverty of which contrasted with the elegance of the party dress. She felt this and wished to escape so as not to be remarked by the other women, who were enveloping themselves in costly furs.

Loisel held her back, saying: "Wait a bit. You will catch cold outside. I will call a cab."

But she did not listen to him and rapidly descended the stairs. When they reached the street they could not find a carriage and began to look for one, shouting after the cabmen passing at a distance.

They went toward the **Seine** in despair, shivering with cold. At last they found on the **quay** one of those ancient night cabs which, as though they were ashamed to show their **shabbiness** during the day, are never seen round Paris until after dark.

It took them to their dwelling in the Rue des Martyrs, and sadly they mounted the stairs to their flat. All was ended for her. As to him, he reflected that he must be at the ministry at ten o'clock that morning.

Notes

- **Modest** – marked by simplicity; (here) inexpensive
- **Seine** – river flowing through Paris
- **Quay** – sea front
- **Shabbiness** – old and uncared for

Notes

LET US UNDERSTAND 8.5

While Mme (Mrs., in French) Loisel danced till 4am, her husband went off to sleep at midnight in a deserted little anteroom. When she finally was ready to leave, he put her cloak around her bare shoulders. He advised her to wait inside, away from the cold night air, while he got a cab. But Mathilde was ashamed at the shabbiness of her wrap and did not want any of the other ladies to see her. So she left the place. They walked for a while before hailing a cab at the quay by the Seine. When they finally returned home, both of them were tired. But while Mathilde was saddened that the night had ended, Monsieur Loisel was thinking of resting as he had to be back at the office at ten.

INTEXT QUESTIONS 8.5

1. How did Monsieur Loisel had spent the evening at the party? Give reasons for your answer.

2. What does his behaviour at the party tell you about Monsieur Loisel's character?

3. Monsieur Loisel's behaviour towards his wife is one of __________________. Give a reason for your choice.

   a) care and concern

   b) scorn and mockery

   c) annoyance and irritability

   d) indifference and coolness

4. Why was Mathilde in a hurry to leave the party?

5. Where did the Loisels get the cab?

6. How were the feelings of Monsieur Loisel and Mathilde different as they reached home?

8.6 SECTION VI

She removed her wraps before the glass so as to see herself once more in all her glory.

Notes

- **Distractedly** – having one's thoughts or attention drawn away and be unable to concentrate or give attention to something
- **Vestibule** – an entrance hall
- **Thunderstruck** – extremely surprised or shocked.

But suddenly she uttered a cry. She no longer had the necklace around her neck!

"What is the matter with you?" demanded her husband, already half undressed.

She turned **distractedly** toward him.

"I have—I have—I've lost Madame Forestier's necklace," she cried.

He stood up, bewildered.

"What!—how? Impossible!"

They looked among the folds of her skirt, of her cloak, in her pockets, everywhere, but did not find it.

"You're sure you had it on when you left the party?" he asked.

"Yes, I felt it in the **vestibule** of the minister's house."

"But if you had lost it in the street we should have heard it fall. It must be in the cab."

"Yes, probably. Did you take his number?"

"No. And you—didn't you notice it?"

"No."

They looked, **thunderstruck**, at each other. At last Loisel put on his clothes.

Fig. : 8.4

"I shall go back on foot," said he, "over the whole route, to see whether I can find it."

Notes

He went out. She sat waiting on a chair in her party dress, without strength to go to bed, overwhelmed, without any fire, without a thought.

LET US UNDERSTAND 8.6

As Mme Loisel removed her wrap before the mirror, she noticed the necklace was gone and let out a cry. Monsieur Loisel, who was getting ready for bed, rushed to his wife. They looked for the necklace among the folds of her skirt, of her cloak, in her pockets, everywhere, but could not find it. Mathilde remembered she had it while in the minister's entrance hall. They thought she might have dropped it in the cab but neither of them had taken down its number. Monsieur Loisel decided to go over the whole route they had taken on foot. Terrified, Mathilde sat at home waiting for him.

INTEXT QUESTIONS 8.6

1. Why did Mathilde utter a cry as she looked at herself in the mirror?
2. Where did the Loisels first look for the necklace?
3. What mistake did they both make regarding th cab?
4. Why did Monsieur Loisel go out into the cold night minutes after returning from the party?
5. What do you think were Mathilde's feelings as she waited for her husband to return?
6. What does Monsieur Loisel's decision to search for the necklace suggest about his character?

8.7 SECTION VII

Her husband returned about seven o'clock. He had found nothing.

He went to police headquarters, to the newspaper offices to offer a reward; he went to the cab companies—everywhere, in fact, whither he was urged by the least spark of hope.

She waited all day, in the same condition of mad fear before this terrible calamity.

Loisel returned at night with a hollow, pale face. He had discovered nothing.

"You must write to your friend," said he, "that you have broken the clasp of her

Notes

necklace and that you are having it mended. That will give us time to turn round."

She wrote at his dictation.

At the end of a week they had lost all hope. Loisel, who had aged five years, declared:

"We must consider how to replace that ornament."

The next day they took the box that had contained it and went to the jeweller whose name was found within. He consulted his books.

"It was not I, madame, who sold that necklace; I must simply have furnished the case."

Then they went from jeweller to jeweller, searching for a necklace like the other, trying to recall it, both sick with **chagrin** and grief.

They found, in a shop at the Palais Royal, a string of diamonds that seemed to them exactly like the one they had lost. It was worth forty thousand francs. They could have it for thirty-six.

Fig 8.5

So they begged the jeweller not to sell it for three days yet. And they made a bargain that he should buy it back for thirty-four thousand francs, in case they should find the lost necklace before the end of February.

Loisel possessed eighteen thousand francs which his father had left him. He would borrow the rest.

He did borrow, asking a thousand francs of one, five hundred of another, five louis here, three louis there. He gave notes, took up ruinous obligations, dealt with **usurers** and all the race of lenders. He compromised all the rest of his life, risked signing a note without even knowing whether he could meet it; and, frightened by the trouble yet to come, by the black misery that was about to fall upon him, by the prospect of all the physical **privations** and moral tortures that he was to suffer, he went to get the new necklace, laying upon the jeweller's counter thirty-six thousand francs.

When Madame Loisel took back the necklace Madame Forestier said to her with a chilly manner:

"You should have returned it sooner; I might have needed it."

She did not open the case, as her friend had so much feared. If she had detected the substitution, what would she have thought, what would she have said? Would she not have taken Madame Loisel for a thief?

Notes

- **Chagrin** – a feeling of annoyance or embarrassment.

LET US UNDERSTAND 8.7

Monsieur Loisel returned home much later in the morning; he had not found the necklace. He had lodged a report with the police and put an advertisement in the newspaper, but in vain. The Loisels decided to replace the necklace. He instructed Mathilde to write to Madame Forestier and say that she had broken the clasp of the necklace and would get it mended. Meantime, they went from shop to shop looking for a necklace like the one that was lost. They found, in a shop at the Palais Royal, a string of diamonds that seemed exactly like the lost necklace. Monsieur Loisel had eighteen thousand francs left to him by his father. They borrowed eighteen thousand francs from money lenders at very high rates of interest and bought it for thirty-six thousand francs. They handed the jewel box to Mrs. Forestier who said irritably that it had taken Mathilde quite long to get it back. But much to Mathilde's relief she did not open the case and inspect it.

INTEXT QUESTIONS 8.7

1. Where did Monsieur Loisel look for the necklace?
2. How long did the Loisels think they would wait for the necklace to be found?
3. What letter did Mathilde write to her friend?
4. Why did the Loisels decide to write the letter to Madame Forestier?

5. How did the Loisels arrange for money to buy another diamond necklace?
6. How did Mathilde feel when Madame Forestier did not open the case?

8.8 SECTION VIII

Thereafter Madame Loisel knew the horrible existence of the needy. She bore her part, however, with sudden heroism. That dreadful debt must be paid. She would pay it. They dismissed their servant; they changed their lodgings; they rented a **garret** under the roof.

She came to know what heavy housework meant and the **odious** cares of the kitchen. She washed the dishes, using her dainty fingers and rosy nails on greasy pots and pans. She washed the soiled linen, the shirts and the dishcloths, which she dried upon a line; she carried the **slops** down to the street every morning and carried up the water, stopping for breath at every landing. And dressed like a woman of the people, she went to the fruiterer, the grocer, the butcher, a basket on her arm, bargaining, meeting with impertinence, defending her miserable money, **sou** by sou.

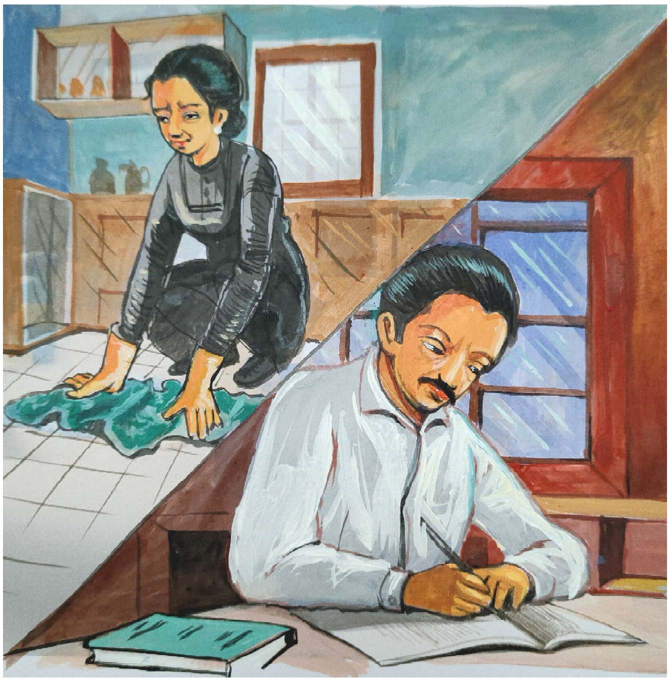


Fig 8.6

Every month they had to meet some **notes**, renew others, obtain more time.

Her husband worked evenings, making up a tradesman's accounts, and late at night he often copied manuscript for five sous a page.

Notes

- **Usurers** – money lenders who lend money at an exorbitant rate of interest
- **Privations** – being deprived of food or money or rights.
- **Notes** – (here) a written legal promise that a debt, plus interest, will be repaid over a set period of time

This life lasted ten years.

At the end of ten years they had paid everything, everything, with the rates of usury and the accumulations of the compound interest.

LET US UNDERSTAND 8.8

From that time on, the life of the Loisels changed. They led a humble and poor life for ten years. They rented an attic and sent away the maid. Mathilde spent all her time doing the heavy housework, while Monsieur Loisel worked three jobs to earn the money to repay their loan. In ten years, their loan was repaid.

INTEXT QUESTIONS 8.8

1. How much money did the Loisels have to pay for the necklace?
2. How did they arrange for the money?
3. How did the life of the Loisels change as they repaid their loans?
4. In what ways does the loss of the necklace become a turning point in Mathilde's life?
5. Which of the following qualities did Mathilde now display? Justify your choice.
   a) frugality
   b) greed
   c) pride
   d) heroism
   e) courage
6. Which of the following qualities did Monsieur Loisel display?
   a) hardworking
   b) accepting
   c) complaining
   d) understanding

Notes

- **Garret** – a room just under the roof of a house; an attic room
- **Odious** – worthy of hatred or strong dislike
- **Slops** – waste
- **Sou** – a French five centime piece used in olden days; a very small amount of money

8.9 SECTION IX

Madame Loisel looked old now. She had become the woman of impoverished households—strong and hard and rough. With **frowsy** hair, skirts **askew** and red hands, she talked loud while washing the floor with great swishes of water. But sometimes, when her husband was at the office, she sat down near the window and she thought of that gay evening of long ago, of that party where she had been so beautiful and so admired.

What would have happened if she had not lost that necklace? Who knows? Who knows? How strange and changeful is life! How small a thing is needed to make or ruin us!

But one Sunday, having gone to take a walk in the **Champs Elysees** to refresh herself after the labours of the week, she suddenly perceived a woman who was leading a child. It was Madame Forestier, still young, still beautiful, still charming.

Madame Loisel felt moved. Should she speak to her? Yes, certainly. And now that she had paid, she would tell her all about it. Why not?

She went up.

"Good-day, Jeanne."

The other, astonished to be familiarly addressed by this plain good-wife, did not recognize her at all and stammered:

"But—madame! —I do not know—— You must have mistaken."

"No. I am Mathilde Loisel."

Her friend uttered a cry.

"Oh, my poor Mathilde! How you are changed!"

"Yes, I have had a pretty hard life, since I last saw you, and great poverty—and that because of you!"

"Of me! How so?"

"Do you remember that diamond necklace you lent me to wear at the ministerial party?"

"Yes. Well?"

Notes

- **Frowsy** – having a slovenly or uncared-for appearance.
- **Askew** – dishevelled.
- **Champs Elysees** – (Pronounced shonsay- lee-say) a famous open space and avenue in Paris

"Well, I lost it."

"What do you mean? You brought it back."

"I brought you back another exactly like it. And it has taken us ten years to pay for it. You can understand that it was not easy for us, for us who had nothing. At last it is ended, and I am very glad."

Madame Forestier had stopped.

"You say that you bought a necklace of diamonds to replace mine?"

"Yes. You never noticed it, then! They were very similar."

And she smiled with a joy that was at once proud and **ingenuous**. Madame Forestier, deeply moved, took her hands.

"Oh, my poor Mathilde! Why, my necklace was **paste**! It was worth at most only five hundred francs!"

Notes

- **Ingenuous –** showing innocent or childlike simplicity and straightforwardness
- **Paste-** fake, imitation

LET US UNDERSTAND 8.9

The hard life left Madame Loisel looking old and hardened. One Sunday, while she was out for a walk, Mathilde spotted Madame Forestier who was still young, still beautiful, still charming. Feeling emotional, she approached her and greeted her. Madame Forestier did not recognise her, and was shocked when Mathilde identified herself. Madame Forestier could not help but exclaim that she looked different. A proud Mathilde told her that the change was on her account and explained to her the long saga of losing the necklace, replacing it, and working for ten years to repay the debts. At the end of her story, Madame Forestier clasped her hands and told Mathilde the original necklace was paste, worth at most only five thousand francs.

INTEXT QUESTIONS 8.9

1. Does Loisel ever remembered the wonderful day of the party? Quote from the lesson to support your answer.
2. What did Mathilde observe when she saw her friend Madame Forestier walking in the Champs Elysees?
3. When Mathilde goes to talk to her friend what is her tone? Justify your choice.

Notes

a) joyous

b) proud

c) envious

d) angry

4. What changes come over Mathilde as a result of her travails?

5. Why did Mathilde decide to approach Madame Forestier?

6. Why did Mathilde feel compelled to tell Madame Forestier about the necklace?

CHARACTER SKETCHES

Mathilde

- Mathilde is beautiful, but poor; blames destiny and is discontent; wants good things that wealth can buy; vain and proud of her looks; the only time she is happy is at the party—she is admired;
- in constant rebellion against her circumstances; comfortable home and loving husband but dissatisfied; desire for wealth is a constant pain and turmoil;
- envious of even her friend who is rich; overcome with jealousy when she visits her;
- greedy and grasping; wants beautiful things; raging, jealous woman; uncaring of her loving husband; at the party forgets her husband who dozes in an empty room for most of the night;
- develops maturity and bravely suffers the punishment towards the end of the story.

Monsieur Loisel

- opposite of his wife; acceptance and contentment; never fully understands his wife, but does his best to please her; manages an invitation to exclusive party; appeases her by giving up the 400 francs he's put aside for a gun for himself;
- indulgent; when she dances all night at the party, he dozes in a coat room and allows her to enjoy herself;
- his eagerness and willingness to please Mathilde becomes his downfall; replaces

the necklace but gives up money left by his father and works without complaint for ten years doing three jobs when she loses the necklace;

- resourceful; devises a plan for purchasing a replacement necklace and orchestrates the loans and mortgages that help them pay for it;
- makes sacrifices without protest rather than force Mathilde to be accountable for her actions, he protects her, ultimately giving up his life so that she can relish her one moment of well-dressed happiness.

? DO YOU KNOW

- Maupassant wrote some 300 short stories, six novels, three travel books, and a volume of verse.
- In the last years of his life Maupassant suffered from mental illness and was sent to a private asylum, where he finally died.
- This story 'The Necklace' was originally published as ***Gil Blas*** in 1884 in the French newspaper *Le Gaulois*.
- **Henry James**, an American-British author, has written a short story 'Paste' in which the twist-ending is reversed.

LET'S LEARN

abc GRAMMAR

Transformatio of the Senences

In Lesson 7 we have learnt simple, complex, and compound types of sentences. In this lesson we will learn how to transform sentences into another type.

I. Simple to Complex:

- Add dependent clauses using subordinating conjunctions (although, because, since, when, while, etc.).
- Example:

  a) Jatin went to the store.

Notes

b) Jatin forgot to bring his wallet.

When we join these two Simple sentences into a Complex one, it will be:

When Jatin went to the store, he forgot to bring his wallet.

II. Complex to Simple:

- Remove the dependent clause and retain the independent clause.
- Example: The necklace was so costly that she could not buy it.

This is a Complex sentence. It could be converted into a Simple one like:

The necklace was too costly for her to buy. a simple sentence.

III. Simple to Compound:

- Combine two simple sentences with coordinating conjunctions or semicolons.
- Example:

    a) Molly watched a movie.

    b) Partha went out for a walk.

These two Simple sentences could be joined as:

Molly watched a movie and Partha went out for a walk.

IV. Compound to Simple:

- Identify the main actions or ideas expressed in the independent clauses.
- reducing one or more main clauses into a word or phrase.
- Example: They went to the park and they played basketball.

To convert this into a Simple one, an infinitive is to be used like that:

They went to the park to play basketball.

V. Complex to Compound:

- Convert the dependent clause into an independent clause and join both clauses with a coordinating conjunction.
- Example: Sarah played the piano while her brother sang.

This Complex sentence becomes Compound sentence like:

Sarah played the piano and her brother sang along.

VI. Compound to Complex:

- Convert one coordinating clause into an dependent clause and join both using subordinating conjunctions (although, because, since, when, while, etc.).
- Example: The clown entered the circus ring and the children started clapping.

  To convert this into a Complex one, a subordinating conjunction is to be used like that:

  When the clown entered the circus ring, the children started clapping.

Notes

INTEXT QUESTIONS 8.10

Transform the following sentences as instructed:

1. Mary likes to read. She also enjoys painting. (Compound Sentence)
2. Although it was raining, they decided to have a picnic. (Simple Sentence)
3. Tom played basketball, and he won the game. (Complex Sentence)
4. She studied hard. She wanted to pass the exam. (Complex Sentence)
5. The cat slept on the mat, and the dog barked loudly. (Simple Sentence)
6. When the sun sets, the sky turns orange.(Compound Sentence)
7. He cooks dinner. She sets the table. (Compound Sentence)
8. Because she forgot her keys, she couldn't enter the house. (Simple Sentence)
9. Maria walked to the park, and she met her friends there. (Complex Sentence)
10. The flowers bloomed beautifully. The sun was shining brightly. (Complex Sentence)
11. They went to the beach, and they built sandcastles. (Simple Sentence)
12. Although it was late, they decided to watch a movie. (Compound Sentence)

Notes

LITERARY DEVICES

Foreshadowing

As we have seen in Lesson 7, this story as well includes the a wonderful example of foreshadowing when Madame and Monsieur Loisel go to the jeweler's shop, hoping to find an exact replacement for the lost necklace. The jeweler recognizes the empty case, but checking his records finds that he hasn't sold such a necklace recently. This gives a hint that Madame Forestier did not even buy a real diamond necklace.

Irony

We have already learnt about Irony in Lesson 3. In this lesson we will discuss it further.

Irony refers to a discrepancy, or disagreement, of some sort:

- **Situational irony**: The discrepancy can be between a situation that one would logically anticipate or that would seem appropriate and the situation that actually develops

  Ex. a) The fire station burns down.

  b) A police station gets robbed.

- **Verbal irony**: The discrepancy can be between what someone says and what he or she really means

  Ex. a) Looking at her son's messy room, Mother says, "Wow, you could win an award for cleanliness!"

  b) A bus gets a flat tire and the bus driver says, "Excellent! This day couldn't start off any better!"

- **Dramatic irony**: The discrepancy can even be between the facts known to a character and the facts known to the readers or audience

  Ex. a) In *Toy Story*, Buzz thinks he is a real space ranger, but we know he is a child's toy.

  b) In *Macbeth*, King Duncan says that he trusts Macbeth, not knowing that Macbeth is planning to kill him.

Symbol

As you see in Lesson 6, there are instances of symbolism in the story "The Necklace" as well. For ex,

- The diamond necklace is a symbol of wealth. It represents all the things Mathilde did not have in her life.
- The fake necklace serves as a symbol for Madame Loisel's pretentiousness, reflecting her belief that she was superior to her humble circumstances, desiring riches and societal esteem.

INTEXT QUESTIONS 8.11

Identify the type of irony of the following statements:

1. Mathilde was of the view that expensive items and luxurious lifestyle would bring her true happiness. Then she spent ten years making themselves even poorer to pay off debt for a necklace that turned out to be fake.
2. When her husband comes home with an invitation to the ball, she calmly refuses to attend. As the reason for refusal says that she has no dress and so she can't go to this party.
3. Mathilde thought the necklace was expensive and special, but it was actually very cheap.

VOCABULARY ENRICHMENT EXERCISES

Homonyms

'Wood' and 'would' are two words which sound the same, but have different meanings, and are spelt differently. They are called homonyms.

e.g. wood, would

This table is made of wood of poor quality.

It is so cold tonight that I would not like to go out.

INTEXT QUESTIONS 8.12

Fill in the blanks in the sentences below, with the correct words from the pairs of words given.

1. Bore: boar

Notes

Notes

a) The film that we went to last night was badly made. It was quite a ______________.

b) A wild __________ is a very dangerous animal

2. herd: heard

a) A large __________ of spotted deer came out of the forest onto the road last night.

b) I __________ that the examinations are to be postponed again this year.

3. root: route

a) Some _____________ (s) like that of the tapioca are good to eat.

b) The _________ to Jaisalmer is long and complicated.

4. weather: whether

a) The ________ has been cold and damp all month.

b) Baldeo was responsible for signaling __________ the tunnel was free of obstruction or not.

5. male: mail

a) The ______________ has been delayed due to the strike by postmen.

b) The _________ birds are always more decorative than the females.

6. threw: through

a) Amar __________ away all the fish curry thinking it had gone bad.

b) The train to Mumbai goes __________ many tunnels.

7. bare : bear

a) The black Himalayan ________ is very dangerous.

b) People have been cutting trees so carelessly that many beautiful forests have become __________ of vegetation.

8. steel : steal

a) ___________ utensils are easy to keep clean.

b) Ravi knew that there was Rs. 10 in his father's almirah, and he needed

some money. But he did not take it because it is wrong to __________.

9. their : there

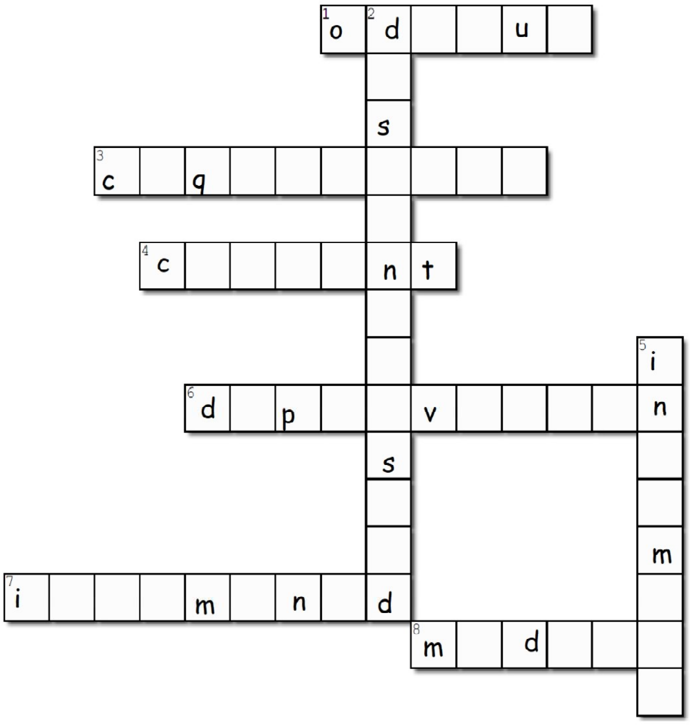
a __________ is no time to go shopping before we leave for the station.

b) Ravi and Neha are friends. I have forgotten ________ phone numbers.

LET'S DO

1. Complete the given crossword of words from the story using the given clues.

Across	Down
1. extremely repulsive or unpleasant 3. flirtatious behaviour 4. a religious residence especially for nuns 6. the disadvantage that results from tosing something 7. lit up; supplied with light 8. not very costly	2. standing above others in character or attainment 5. marked by close acquaintance, association, or familiarity



2. Complete the paragraph given below by using suitable words/phrases from the options given in the box.

Smile, embrace, soothing sound of raindrops, beauty, simple joys, blooming, chaos and complexities, gentle

In life it is often the i)..................... that hold the most profound significance. Amidst the ii)................................. of our daily routines, it is the little moments that bring us pure delight and contentment. It could be the warmth of a cup of tea on a chilly morning, the iii)............ breeze brushing against our skin, or the iv)...................... tapping on the windowpane. It might be the laughter shared with loved ones, the v)........... of a comforting hug, or the sight of a vi)............. flower in a bustling city. These simple joys remind us to slow down, appreciate the present, and find vii)........... in the ordinary. They hold the power to uplift our spirits, rejuvenate our souls, and bring a genuine smile to our faces.

LET'S WRITE

Rewrite the story *The Necklace* from the point of view of Monsieur Loisel. The following hints may assist you.

Hint: desire to please beautiful wife; makes sacrifices for her happiness; scared and apprehensive at loss of necklace; takes charge of situation; ten years of struggle

WHAT HAVE YOU LEARNT

- Excessive vanity and pursuit of superficial appearances could be dangerous.
- Wealth and social status can be illusory.
- Seemingly small decisions can have significant and long-lasting consequences.
- One should appreciate the simple joys and treasures in life and should not be led by unrealistic desires.

TERMINAL QUESTIONS

1. What is the turning point of the story?

2. What is the ultimate lesson conveyed in the story?

3. Madame Loisel's sacrifice had all been in vain. Comment.

4. Mathilde's joy at the party was so acute—and her satisfaction so complete—that even the ten arduous years and her compromised beauty do not dull the party's memory. Comment.

Notes

ANSWERS TO INTEXT QUESTIONS

8.1

1. The protagonist in the story 'The Necklace' is Mathilde. She is a beautiful woman who belongs to the working class.

2. Mathilde's main desire at the beginning of the story is to live a life of luxury and wealth. She desires to be surrounded by pretty and elegant things like good clothes, elegant furniture, delicacies to eat.

3. No, she was not happy with her marriage, the example that shows this is the extract from the lesson- 'she had let herself be married to a little clerk of the Ministry of Public Instruction.' And that 'she was as unhappy as if she had fallen from a higher station.'

4. Mathilde's husband worked for the Ministry of Public Instruction.

5. a) compromise

6. Mathilde was constantly dissatisfied because she did not like living in the modest house of her husband. She felt that, being beautiful, she deserved a more luxurious and higher social status.

8.2

1. Mathilde felt angry and tortured when she saw the poverty of her home with its bare walls, shabby furniture and ugly curtains. She wanted to enjoy all delicacies and all luxuries that her beauty entitled her to.

2. d) She becomes self-conscious and withdrawn.

3. b) Mathilde is dissatisfied.

   She is tortured by the modesty of her home. She does not like his being

Notes

content with the simplicity of their life as he does when he appreciates a simple food like the soup.

4. Unlike Mathilde, her husband was happy and content with his humble life. He enjoyed the simple things like soup.

5. Individual answer.

6. Mathilde's friend was a former schoolmate from the convent where they had studied together.

   Her friend was rich, and Mathilde did not like to go to see any more because she felt so sad when she came home. Her visit made the contrast between her modest surroundings and her friend's riches more stark.

8.3

1. An invitation card to an exclusive party being hosted by the Minister for Public Instruction.

2. She threw the card away and looked extremely upset to receive it because she did not have the right kind of clothes or jewellery to wear to the ball.

3. Mathilde's husband gave her four hundred francs to buy a new ball gown. It was the money that he had set aside to buy a gun and treat himself to a little shooting next summer on the plain of Nanterre, with his friends.

4. Monsieur Loisel gave Mathilde the money he had saved for himself because he wanted her to be happy. He loved her greatly and was happy to do things that pleased her.

5. This shows him to be a kind and generous person and one who is quite selfless.

6. Mathilde is only concerned about money and the luxuries it can buy for her. She does not care for her husband's feelings or for the efforts and sacrifices he makes to keep her happy.

8.4

1. After she got her dress, Mathilde said she did not wish to go for the party as she did not have any jewellery to wear with her gown.

2. Madame Forestier took out her jewel box and set it in front of her asking her to choose whatever she wanted from it.

3. Mathilde chose a diamond necklace.

4. She agreed without hesitatin and offered it to her.

5. Mathilde was a great success at the ball as she was not only beautiful and elegantly dressed, but she also danced with rapture and with passion.

6. Mathilde was overwhelmed with the admiration she received at the ball. She was filled with happiness and self-satisfaction and danced till 4 am.

8.5

1. Monsieur Loisel slept in a deserted little antechamber.

2. This tells us that Monsieur Loisel was extremely patient because he did not mind waiting for his wife while she danced all night till 4 am.

3. a) One of care and concern.

4. Mathilde was in a hurry to leave the party as she found her inexpensive and old wrap shabby as compared to the elegance of the party dress. She felt the wrap betrayed her poverty. Therefore, she wanted to leave before the rich ladies, wrapped in their costly furs, noticed her shabby wrap and remarked upon it.

5. On the quay by the Seine.

6. As they reached home Monsieur Loisel and Mathilde were both tired. But while Monsieur Loisel remembered that he would have to be at the office by ten o’clock, Mathilde thought of the party and was saddened that the night had ended.

8.6

1. Mathilde uttered a cry as she looked at herself in the mirror because she noticed the necklace was gone as soon as she removed her wrap.

2. The Loisels first looked for the necklace in the folds of the dress, in the folds of the cloak, in the pockets, everywhere but they could not find it.

3. They did not note the cab's number.

4. He went out to look for the necklace belonging to Madame Forestier which had been lost by his wife.

Notes

5. Individual answers.

6. He is proctical and resourceful.

8.7

1. Loisel looked for the necklace in all the places they had been to the previous evening. He also went to the police station, the cab companies and newspaper offices looking for the necklace but was unsuccessful.

2. The Loisels think they would wait for a week for the necklace to be found.

3. Mathilde wrote a letter to Madame Forestier saying that they would return the necklace within a few days as the clasp of the necklace had been broken and they were going to get it mended.

4. This would give them time to find the necklace or to get a replacement.

5. Monsieur Loisel had eighteen thousand francs which his father had left him, the rest he borrowed from moneylenders at very high rates of interest subjecting himself to a future of misery and extreme hardships.

6. Mathilde was relieved when Madame Forestier did not open the case to inspect the necklace as there was every likelihood of her noticing that it wasn't the same necklace.

8.8

1. The Loisels had to pay thirty-six thousand francs for the necklace.

2. Monsieur Loisel had eighteen thousand francs which his father had left him, the rest he borrowed from moneylenders at very high rates of interest subjecting himself to a future of misery and extreme hardships.

3. They started living in a dingy little garret under the roof. The servant was dismissed and Madame Loisel started doing all the housework herself. Monsieur Loisel took an extra job. It took them ten years to repay their loan.

4. Losing the necklace forced Mathilde to face poverty and hard work. She went from dreaming of luxury to struggling for survival.

5. a) Frugality b) Heroism

6. a) Hardworking b) Accepting

Notes

8.9

1. Yes she did think of the day sometimes. The line that says this is 'But sometimes, when her husband was at the office, she sat down near the window and she thought of that gay evening of long ago, of that party where she had been so beautiful and so admired.'
2. She finds her friend has barely changed. She wonders whether she should go and talk to her or not.
3. b) proud: she took responsibility for her mistake and made good the loss.
4. She became strong, rough and looked old.
5. She wanted to confess about the necklace.
6. She had fainally paid off the debt and felt relieved.

8.10

1. Mary likes to read, and she also enjoys painting.
2. They decided to have a picnic despite the rain.
3. When Tom played basketball, he won the game.
4. She studied hard because she wanted to pass the exam.
5. The cat slept on the mat while the dog barked loudly.
6. The sun sets, and the sky turns orange.
7. He cooks dinner, and she sets the table.
8. She couldn't enter the house because she forgot her keys.
9. When Maria walked to the park, she met her friends there.
10. The flowers bloomed beautifully while the sun was shining brightly.
11. They went to the beach and built sandcastles.
12. Although it was late, they decided to watch a movie.

8.11

1. Situational irony

Notes

2. Verbal irony
3. Dramatic irony

8.12

1.	(a)	bore,		(b)	boar
2.	(a)	herd,		(b)	heard
3.	(a)	root,		(b)	route
4.	(a)	weather		(b)	whether
5.	(a)	mail		(b)	male
6.	(a)	threw		(b)	through
7.	(a)	beer		(b)	bare
8.	(a	steel		(b)	steal
9.	(a)	there		(b)	their

9

THREE QUESTIONS

"Three Questions" is a short story by Leo Tolstoy, about a King who feels it's necessary to know the answers of three questions that arose in his mind. Also, he feels he can rule his people well via knowing the answers. He posed those questions to his ministers but could not find any satisfactory answers. Finally, the King decided to visit a well-known hermit in disguise to know the answers for his questions. Will the king get his answers?

LEARNING OUTCOMES

After completing this lesson, the learner:

- Recognises the underlying messages of a literary text;
- Analyses the genre of short story as a literary text by close reading, and interpreting possible meanings;
- Constructs conclusions through discussion and critical thinking;
- Recommends the habit of depending on the present rather than groping over the past or unnecessary hankering after the future.

9.1 SECTION I

It once occurred to a certain king, that if he always knew the right time to begin everything; if he knew who were the right people to listen to, and whom to avoid, and, above all, if he always knew what was the most important thing to do, he would never fail in anything he might undertake.

And this thought having occurred to him, he had it **proclaimed** throughout his kingdom that he would give a great reward to anyone who would tell him what was the right time for every action, and who were the most necessary people, and how he might know what was the most important thing to do.

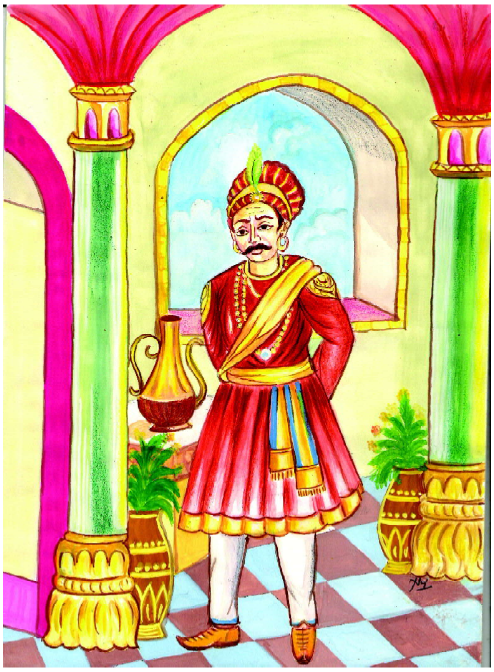


Fig. : 9.1

Notes

- **Proclaimed:** announced

LET US UNDERSTAND 9.1

Once a King had three questions in his mind and also he believed if he knew the answers of these questions he cannot be conquered by anyone in the world. Those three questions were what is the right time to begin something, whom he should listen to and what is the most important work. Also, he announced a reward for anyone who would give a satisfactory answer.

INTEXT QUESTIONS 9.1

1. What did occur in the mind of the king?
2. Why did he want to know the answers?
3. What was the first question?

4. What was the second question?

5. What was the third question?

9.2 SECTION II

Many learned men came to the King, but they all answered his questions differently.

In reply to the first question, some said that to know the right time for every action, one must draw up in advance, a table of days, months and years, and must live strictly according to it. Only thus, said they, could everything be done at its proper time. Others declared that it was impossible to decide beforehand the right time for every action; but that, not letting oneself be absorbed in idle pastimes, one should always attend to all that was going on, and then do what was most needful. Others, again, said that however attentive the King might be to what was going on, it was impossible for one man to decide correctly the right time for every action, but that he should have a Council of Wise Men, who would help him to fix the proper time for everything.

But then again others said there were some things which could not wait to be laid before a Council, but about which one had at once to decide whether to undertake them or not. But in order to decide that, one must know beforehand what was going to happen. It is only magicians who know that; and, therefore, in order to know the right time for every action, one must consult magicians.

Equally various were the answers to the second question. Some said, the people the King most needed were his councilors; others, the priests; others, the doctors; while some said the warriors were the most necessary.

To the third question, as to what was the most important occupation: some replied that the most important thing in the world was science. Others said it was skill in warfare; and others, again, that it was religious worship. All the answers being different, the King agreed with none of them, and gave the reward to none. But still wishing to find the right answers to his questions, he decided to consult a **hermit**, widely renowned for his wisdom.

Notes

- **Hermit:** a person living in solitude as a religious discipline

LET US UNDERSTAND 9.2

To the questions of the king, he received various answers which didn't satisfy the king. For the first question they said, some said to prepare a time table or go to magician and so on. For the second also similar answers were given to the king i.e. to have a council of ministers, doctors and so on. For the final question the answers were science,

religious practices etc. The king didn't find any answer satisfactory. Finally, the king decided to go to a wise hermit in the kingdom.

INTEXT QUESTIONS 9.2

1. What were the answers the king got for the first question?
2. What were the answers the king got for the second question?
3. What were the answers the king got for the Third question?
4. Was the king happy and satisfied with the answers?
5. What did he finally decide to do?

9.3 SECTION III

The hermit lived in a wood which he never quitted, and he received none but common folk. So the King put on simple clothes, and before reaching the hermit's cell **dismounted** from his horse, and, leaving his bodyguard behind, went on alone. When the King approached, the hermit was digging the ground in front of his hut. Seeing the King, he greeted him and went on digging. The hermit was **frail** and weak, and each time he stuck his spade into the ground and turned a little earth, he breathed heavily.

Fig. : 9.2

Notes

- **Dismounted :** get off
- **Frail:** weak

The King went up to him and said: "I have come to you, wise hermit, to ask you to answer three questions: How can I learn to do the right thing at the right time? Who are the people I most need, and to whom should I, therefore, pay more attention than to the rest? And, what affairs are the most important and need my first attention?"

The hermit listened to the King, but answered nothing. He just spat on his hand and **recommenced** digging. "You are tired," said the King, "let me take the spade and work awhile for you."

"Thanks!" said the hermit, and, giving the spade to the King, he sat down on the ground.

When he had dug two beds, the King stopped and repeated his questions. The hermit again gave no answer, but rose, stretched out his hand for the spade, and said, "Now rest awhile-and let me work a bit." But the King did not give him the spade, and continued to dig. One hour passed, and another. The sun began to sink behind the trees, and the King at last stuck the spade into the ground, and said, "I came to you, wise man, for an answer to my questions. If you can give me none, tell me so, and I will return home."

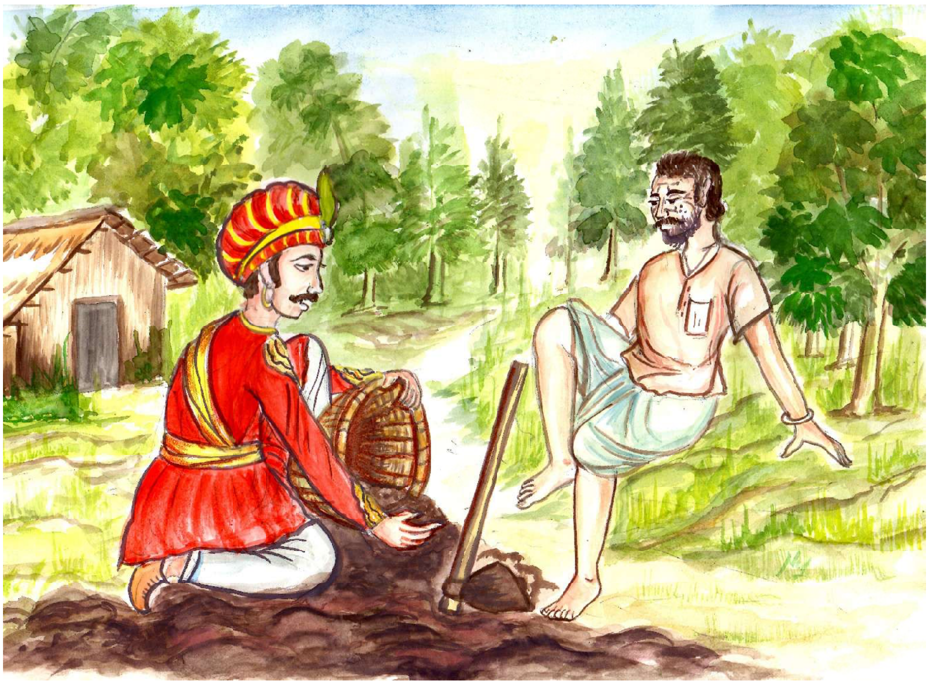


Fig 9.3

"Here comes someone running," said the hermit, "let us see who it is."

Notes

- **Recommenced:** begin again

Notes

- **Crouched:** squatted down

LET US UNDERSTAND 9.3

The hermit lived in the woods all alone and received and spoke to common people. So the king disguised himself as a common man and went to the hermit. When the king arrived he greeted the hermit. The hermit also took a minute and greeted the king and continued digging the land which he was doing even before the arrival of the king. The king raised his questions to the hermit and said that he had come just to know the answers for those questions. There was no reply from the hermit, he just continued digging. After sometime the king extended a helping hand to dig the soil bed and helped the hermit. After sometime he again raised his three questions and the hermit asked the king to give him the spade and take rest but the king denied and continued digging.

INTEXT QUESTIONS 9.3

1. Why did the king disguise himself?
2. What was the hermit doing?
3. What did the king do when he went there?
4. How did the hermit react?
5. What did the king offer to the hermit?

9.4 SECTION IV

The King turned round, and saw a bearded man come running out of the wood. The man held his hands pressed against his stomach, and blood was flowing from under them. When he reached the King, he fell fainting on the ground moaning feebly. The King and the hermit unfastened the man's clothing. There was a large wound in his stomach. The King washed it as best he could, and bandaged it with his handkerchief and with a towel the hermit had. Again and again the King washed and rebandaged the wound. At last the man revived and asked for something to drink. The King brought fresh water and gave it to him. Meanwhile the sun had set, and it had become cool. So the King, with the hermit's help, carried the wounded man into the hut and laid him on the bed. Lying on the bed the man closed his eyes and was quiet; but the King was so tired with his walk and with the work he had done, that he **crouched** down on the threshold, and also fell asleep--so soundly that he slept all through the short summer

night. When he awoke in the morning, it was long before he could remember where he was, or who was the strange bearded man lying on the bed and gazing **intently** at him with shining eyes.

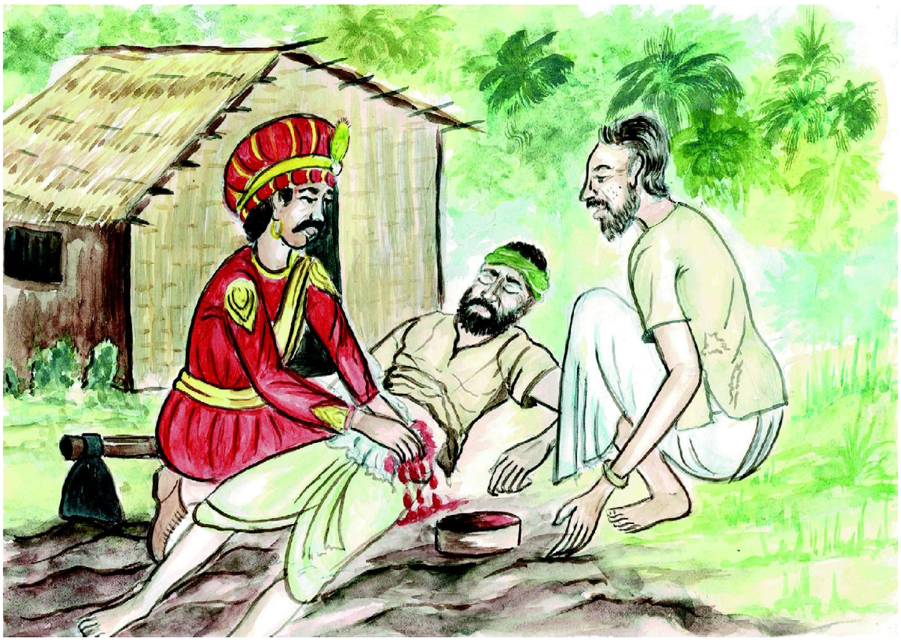


Fig. : 9.4

"Forgive me!" said the bearded man in a weak voice, when he saw that the King was awake and was looking at him. "I do not know you, and have nothing to forgive you for," said the King.

"You do not know me, but I know you. I am that enemy of yours who swore to revenge himself on you, because you executed his brother and seized his property. I knew you had gone alone to see the hermit, and I resolved to kill you on your way back. But the day passed and you did not return. So I came out from my **ambush** to find you, and I came upon your bodyguard, and they recognized me, and wounded me. I escaped from them, but should have bled to death had you not dressed my wound. I wished to kill you, and you have saved my life. Now, if I live, and if you wish it, I will serve you as your most faithful slave, and will bid my sons do the same. Forgive me!

Notes

- **Intently:** with eager attention
- **Ambush:** a place to hide before a surprise attack

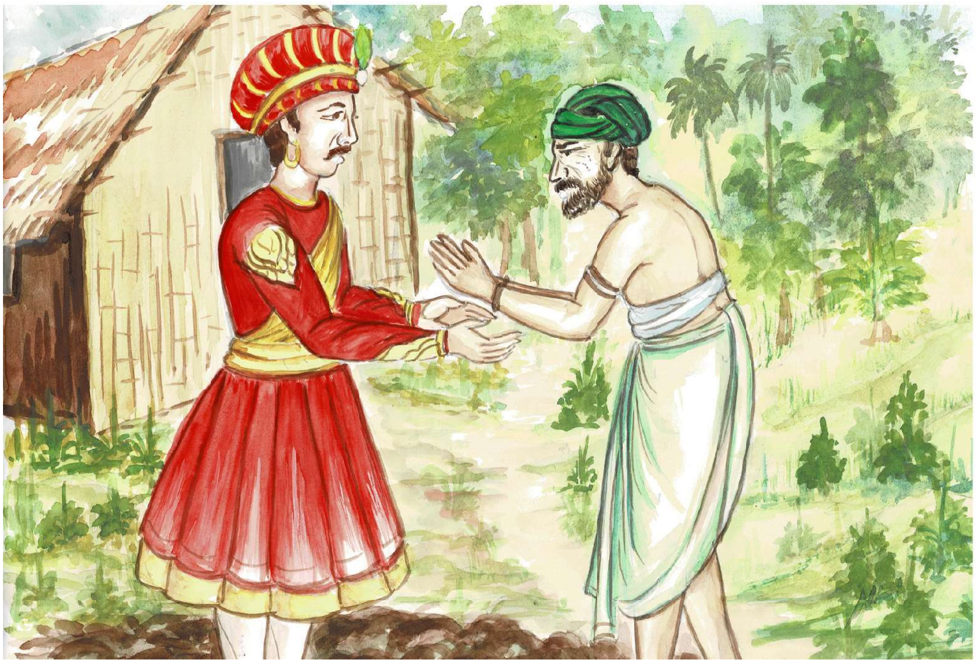


Fig. : 9.5

"The King was very glad to have made peace with his enemy so easily, and to have gained him for a friend, and he not only forgave him, but said he would send his servants and his own physician to attend him, and promised to restore his property.

LET US UNDERSTAND 9.4

Later they saw a bearded man running towards them and after coming near he fainted. The hermit and the king found him wounded and bleeding. They both did first aid and covered the wound and made him sleep inside the house. Early in the morning when he woke, he asked the king to forgive him and said that he was his enemy and he was waiting to kill the king and meanwhile was identified by the King's man and was attacked. Also, he thanked the king for saving his life and also said he will be his slave and the following generation will do the same. The king was very happy making peace with his enemy and also promised to return the property to him.

INTEXT QUESTIONS 9.4

1. Who was the bearded man?
2. What did the king and hermit do to him?

3. Why did the king fall asleep on the threshold?

4. Why did the bearded man thank the king and also what did he say?

5. What was the outcome of this encounter in the woods?

9.5 SECTION V

Having taken leave of the wounded man, the King went out into the **porch** and looked around for the hermit. Before going away he wished once more to beg an answer to the questions he had put. The hermit was outside, on his knees, sowing seeds in the beds that had been dug the day before.

The King approached him, and said, "For the last time, I pray you to answer my questions, wise man." "You have already been answered!" said the hermit still crouching on his thin legs, and looking up at the King, who stood before him.

"How answered? What do you mean?" asked the King.

"Do you not see," replied the hermit. "If you had not pitied my weakness yesterday, and had not dug these beds for me, but had gone your way, that man would have attacked you, and you would have repented of not having stayed with me. So the most important time was when you were digging the beds; and I was the most important man; and to do me good was your most important business. Afterwards, when that man ran to us, the most important time was when you were attending to him, for if you had not bound up his wounds he would have died without having made peace with you. So he was the most important man, and what you did for him was your most important business. Remember then: there is only one time that is important -- and that is now! It is the most important time because it is the only time when we have any power.

The most necessary man is he with whom you are, for no man knows whether he will ever have dealings with any one else.

And the most important thing to do is, to do good, because for that purpose alone was man sent into this life!"

Notes

- **Porch:** front of the entrance of a building

LET US UNDERSTAND 9.5

After all these conversations, the king thought it was time to leave. Also he thought he would repeat the questions once again to the hermit. When he went out he saw the hermit was sowing seeds. He asked his questions again. The hermit said that he got the

answers already. The king asked for an explanation. The hermit said yesterday if the king hadn't helped him the previous day, he would have gone and been killed by the enemy. Instead he stopped to help and same with the enemy he had helped to save his life and in turn he made friendship with his enemy. So the important time is the present time, the important person is who is with at the present moment and the right thing is to do good for that person.

Notes

INTEXT QUESTIONS 9.5

1. When the king asked for the answer, what was the hermit's reply?
2. What was his answer to the first question?
3. What was his answer for the second question?
4. What was his answer for the third question?
5. Was the king satisfied with the hermit's answers?

CHARACTER SKETCHES

The King

The King is portrayed as someone who values wisdom and guidance from others. He seeks advice from various learned men and ultimately decides to consult a renowned hermit for the answers he seeks. When he encounters the wounded man and gets to know his identity, he not only tends to the man's wounds but also offers to restore his property and make amends. It showcases the king's compassion, mercy, and capacity for forgiveness, and also highlights the king's humane and noble qualities. He evolves from a seeker of external wisdom to a more enlightened and compassionate individual who understands the true essence of life and leadership.

The Hermit

The hermit in this story is a wise, humble character who imparts valuable life lessons to the King. He lives a simple life, emphasising the importance of the present moment and doing good. His selflessness and compassion shine through when he tends to a wounded man and promotes forgiveness and reconciliation. The hermit's character symbolises wisdom, simplicity, and a deep understanding of human nature.

The bearded man

The bearded man in the story initially appears as an enemy of the King, driven by a desire for revenge due to the execution of his brother and the seizure of his property by the King. However, his encounter with the King after being wounded led to a profound change of heart. Instead of carrying out his revengeful intentions, he expressed remorse, gratitude, and a willingness to become the King's faithful servant. His change of heart highlights the potential for redemption and the capacity for forgiveness and reconciliation when individuals prioritise kindness and compassion over vengeance and hatred.

? DO YOU KNOW

- This short story is originally written in Russian.
- It was first published in Tolstoy's short story anthology *What Men Live By, and Other Tales* in 1903.
- This English Translation is done by the Maudes.
- This short story is categorised as a parable, a succinct, didactic story, in prose or verse, that illustrates one or more instructive lessons or principles.
- Whereas fables employ animals, plants, inanimate objects, or forces of nature as characters, parables have human characters.
- Leo Tolstoy's original name is Lev Nikolayevich Tolstoy.

LET'S DO

Write a dramatic version of this story and attempt a role play with your friends.

LET'S LEARN

abc GRAMMAR

Formation of Interrogative Sentences

Interrogative sentences are used to ask questions. The basic structure often involves inverting the subject and auxiliary or helping verb. Understanding the structure of interrogative sentences helps in forming clear and grammatically correct questions in various contexts.

Notes

I. Formation of Yes/No Questions: Yes-no questions are a type of interrogative sentence that can be answered with "yes" or "no." These questions are designed to elicit a positive or negative response from the person being addressed. The basic structure of yes-no questions involves inverting the subject and auxiliary (helping) verb:

[Auxiliary Verb + Subject + Main Verb + Rest of the Sentence?]

Use "am," "is," "are," "was," "were," "do," "does," "did," "have," "has," or "had" as auxiliary verbs depending on the tense of the main verb. It is to note down that the main verb follows the subject.

Examples:

1. Are you coming to the party?
2. Did she finish her homework?
3. Have they visited this museum before?

II. Formation of Wh-Questions: Wh-questions are a type of interrogative sentence that begin with a word starting with "wh" (what, where, when, why, who, whom, which, whose, how). These questions typically seek information and cannot be answered with a simple "yes" or "no." The structure is similar to yes/no questions, but with the addition of the Wh-word at the beginning:

[Wh-Word + Auxiliary Verb + Subject + Main Verb + Rest of the Sentence?]

Examples:

1. What are you doing?
2. Where did they go last weekend?
3. Why has she been so busy?

III. Formation of Questions with Modal Verbs: Modal verbs express possibility, necessity, permission, ability, or other similar qualities. Questions with modal verbs involve using auxiliary verbs such as "can," "could," "may," "might," "will," "would," "shall," "should," "must," or "ought to" in the formation of interrogative sentences. It helps to form questions that inquire about ability, permission, or willingness. The responses typically address whether the action is possible,

permissible, or agreed upon. The basic structure of questions with modal verbs follows the pattern of placing the modal verb before the subject:

[Modal Verb + Subject + Main Verb + Rest of the Sentence?]

Example:

1. Can you swim?
2. Shall we leave?

IV. Formation of Negative Questions: Negative questions are interrogative sentences that include a negation, typically formed by adding the word "not" or its contraction to the auxiliary (helping) verb. These questions seek a negative response or confirmation that the action or situation described in the question did not occur. The basic formation would be as per the following:

[Auxiliary Verb + Subject + Not + Main Verb + Rest of the Sentence?]

Example:

1. Didn't they enjoy the movie?
2. Aren't you pet friendly?

The responses provide a negative confirmation or correction to the implied negative assertion in the question.

INTEXT QUESTIONS 9.6

1. Fill in the blanks with proper words to get the answer.

i ______________ you coming to the party?

Answer: No

ii. ______________ she finished her homework yet?

Answer: No, she hasn't finished it.

iii. ______________ they visited this museum before?

Answer: Yes

iv. ___________ I borrow your pen?

Notes

Answer: Yes, you may borrow my pen.

v. ________________ she help us?

Answer: Yes, she could help us.

2. Fill in the blanks with proper words to get an answer.

i. ____________ are you doing?

ii. ______________ did they go last weekend?

iii. ______________ has she been so busy?

iv. ______________ one of them won the tennis match, Becker or Sampras?

v. _______________ will you come to my house?

vi. _________________ can we foster creativity and innovation in educational settings?

3. Now make questions, using Which, Where, What and Who, which will fit the underlined words in the following answers.

i. I have been to the zoo.

ii. Amit and Amar are sitting under the Peepal tree.

iii. My name is Mohinder.

iv. I like this book better than that one.

v. Sulekha ate the cake.

vi. I will give you the brown shirt.

4. Fill in the question words in this dialogue.

Ravi : This shirt is very smart. ____________ did you buy it?

Alok : In a shop on Mall Road.

Ravi : ____________ shop was it-Modern Store, or Jagannaths?

Alok : Modern Store. But there is another shop on M.G. Road which is just as good.

Ravi : ___________ is its name? M.G. is very long __________ exactly is it?

Alok : __________ you know the Tourist Hotel? It is next door, and it is called Uttam Singh Duggal and Sons.

VOCABULARY ENRICHMENT

INTEXT QUESTIONS 9.7

1. Fill in the blanks by using the opposite (antonym) of the words underlined in each sentence.

   Example: The hall was _________ but the stage was empty.

   The hall was full but the stage was empty.

   i. The dancer was tall and slim but her grandmother was short and _____.

   ii. Words can ________ but words can also soothe.

   iii. The candidates forgot to bring their pens but they _____ to bring their identity cards.

   iv. The cricketers came to the field early but their umpire was _____ .

   v. There was nothing in the house: ______ had been taken away by the thieves.

2. In the following list, there are words and their antonyms in a jumbled order. Find the pairs and write them in a table format:

   persuade, work, brief, dissuade, inhuman, failure, play, human, agree, extended, disagree, success, social, bright, praise, dark, criticize, soften, antisocial, harden

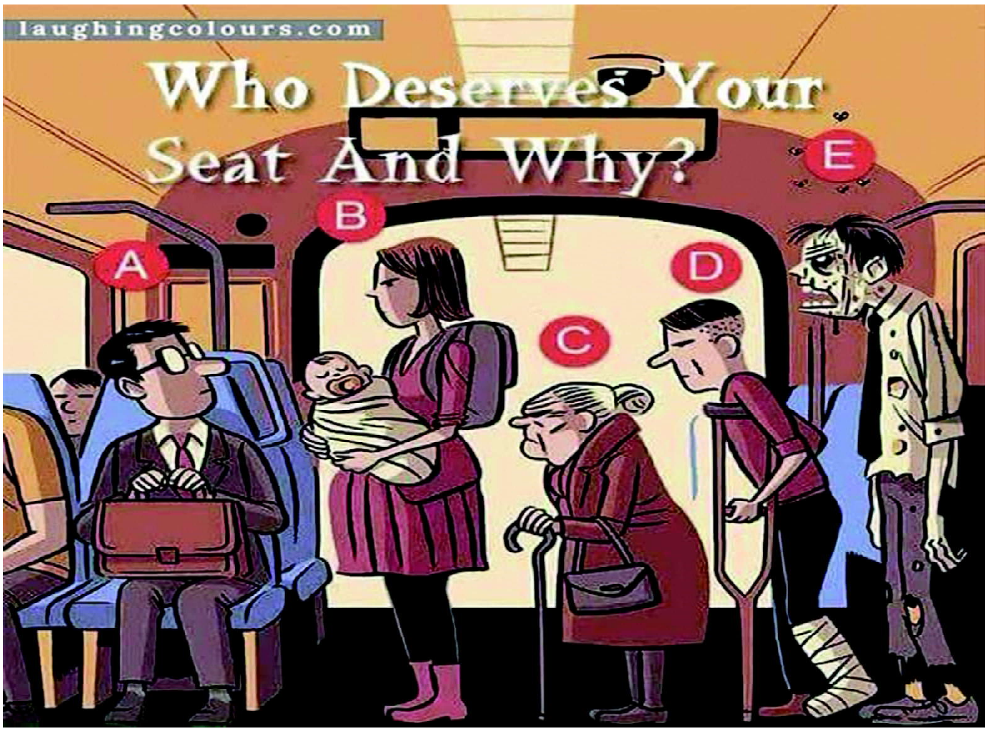
3. Use words from above to fill in the blanks. Make necessary changes in the form of the words to make your sentences grammatically correct:

   i. Even hardened criminals can be __________ by praise; __________ only hardens them further.

   ii. The meeting began on a bright and happy note. Unfortunately, as the _______ increased, the mood became ______ and angry.

   iii. Don't be sad because you have failed. _________ is the stepping stone to _______.

   iv. Sometimes humans behave in an _________ way. They forget all rules of



social behaviour and use __________ ways.

LET'S WRITE

Think and get into a conclusion to write a paragraph within 100 words about the picture.

LET'S TALK

1. Do you think the king will be successful once he gets to know the answers?
2. Do you have any other answers which would be perfectly suitable to the questions of the king?

WHAT HAVE YOU LEARNT

- Focus should be on the tasks at hand rather than dwelling on the past or worrying excessively about the future.
- The importance of being present for others in times of need.
- The significance of being compassionate and helpful to others, and practicing forgiveness and kindness in everyday actions.

- Reflects the idea that people can change; deeply ingrained enmity can be overcome when faced with unexpected acts of kindness and compassion.

TERMINAL QUESTIONS

1. Why did the King decide to consult the hermit?
2. Who interrupted the King and the hermit's conversation, and why?
3. Where did the King and the wounded man spend the night?
4. What was the initial intent of the wounded man towards the King?
5. What promise did the King make to the wounded man?
6. What lesson did the hermit teach the King in the end?
7. What is the central theme or moral of the story?

ANSWERS TO INTEXT QUESTIONS

9.1

1. It occurred to the king that if he knew the answers for certain questions he would be successful in everything and no one can defeat him.
2. He wanted to become undefeatable so he wanted to know the answers.
3. The first question was what is the right time to begin something.
4. The second question was whom he should listen to.
5. The third question was what is the important work to do.

9.2

1. The answers were that a time table should be formed and strictly followed, time should not be wasted in foolish pleasure, and should have a council of ministers and magicians with him as they could predict the future.
2. To question number two, the answers were councillors; the priests; the doctors; while some said the warriors were the most necessary people.

Notes

3. The answers for third questions were Science; others said it was skill in warfare; and some others again, that it was religious worship.

4. The king was neither happy nor satisfied with the answers.

5. He decided to go to a wise hermit to seek answers.

9.3

1. The king disguised himself as a common man because the hermit met only common people.

2. The hermit was digging the ground in front of his hut.

3. The king wished the hermit and asked his question.

4. The hermit took a minute to stop his work and wished the king and continued the work.

5. The King offered to help the hermit in digging the soil bed.

9.4

1. The bearded man was the King's enemy waiting to kill him.

2. The king and the hermit cleaned his wound and did first aid to him.

3. The King fell asleep on the threshold because he was tired from his walk and the work he had done.

4. The bearded man thanked the king as he saved his life and also he said that he'll be a loyal slave to the king and also will ask his sons to do so.

5. The outcome of the encounter was that the King made peace with his enemy, saved his life, and offered him assistance and friendship.

9.5

1. The hermit replied that the king had already got his answers.

2. His answer to the first question is that the present time is the right time to start any job.

3. The important person is whoever he is with at the present moment.

4. To do that person's good is the important task.

Notes

5. The king was satisfied and happy with the answer.

9.6

1. i. Are

   ii. Hasn't

   iii. Have

   iv. May

   v. Could

2. i. What

   ii. Where

   iii. Why

   iv. Which

   v. When

   vi. How

3. (i) Where have you been?

   (ii) Where are Amit and Amar sitting?

   (iii) What is your name?

   (iv) Which book do you like better?

   (v) Who ate the cake?

   (vi) Which shirt will you give me?

4. where; which; What; where; Do.

9.7

1. i. fat

   ii. hurt

   iii. remembered

   iv. late

Notes

v. everything

2. persuade - dissuade agree - disagree work - play success - failure brief - extended social - anti-social inhuman - human bright - dark criticize - praise soften - harden

3. i) softened; criticism

   ii) disagreement; dark

   iii) failure; success

   iv) inhuman, anti-social

10

OF STUDIES

You have been studying for a long time but have you ever thought about studies itself? What is study? Do reading, writing and conversing come under the category of study? If there is any deficiency in study, how can it be remedied? All these glaring questions find answers in this influential essay by **Francis Bacon.** It is widely regarded as one of Bacon's finest essays. Bacon has been referred to as the father of empiricism for his extensive contributions to the development of both natural philosophy and the scientific method. He is remembered for his important role in the Scientific Revolution in the Middle Ages, emphasising and advocating the way of scientific experimentation in order to glorify God and realise the Scriptures.

Fig. 10.1

LEARNING OUTCOMES

After completing the lesson, the learner:

- Identifies the right method to read the aphoristic essay, logic and rhetoric;
- Analyses the genre of essay as a literary text by close reading, and interpreting possible meanings;
- Applies exact words for a particular expression;
- Explains the value of reading, writing and learning;
- Infers how different subjects can be remedies for different ailments of the brain.

10.1 SECTION I

Studies serve for delight, for ornament, and for ability. Their chief use for delight is in privateness and retiring; for ornament, is in **discourse**; and for ability, is in the judgment and disposition of business. For expert men can execute, and perhaps judge of particulars, one by one; but the general **counsels**, and the plots and **marshalling** of affairs, come best from those that are learned. To spend too much time in studies is **sloth**; to use them too much for ornament, is **affectation**; to make judgment wholly by their rules, is the humor of a scholar. They perfect nature, and are perfected by experience: for natural abilities are like natural plants, that need **pruning**, by study; and studies themselves do give forth directions too much at large, except they be bounded in by experience. Crafty men **condemn** studies, simple men admire them, and wise men use them; for they teach not their own use; but that is a wisdom without them, and above them, won by observation.

LET US UNDERSTAND 10.1

In this essay, Bacon describes the importance of studies in human life. Bacon begins his essay by pointing out the three chief uses of studies like amusement, adornment, and ability. Studies delight us the most when done privately and the knowledge acquired refines our daily conversations.

A well-read person will possess good vocabulary and substantial knowledge which will enhance the worth of conversations. Studies additionally improve an individual's judgement and authoritative abilities. Accordingly, those who study can better manage

Notes

- **discourse:** the use of language to communicate in speech or writing, about a particular, usually serious, subject
- **marshalling:** bringing together or organising people or things in order to achieve a particular aim
- **counsel:** advice
- **sloth:** unwillingness to work or put in any effort
- **affectation:** behaviour or speech that is not honest or sincere
- **pruning:** the activity of reducing the number or amount of something
- **condemn:** to express negative opinion about something or someone strongly

and perform business matters. Ordinary people, too, can without any doubt conduct their daily business smoothly but learned people will do so with higher efficiency.

However, Bacon warns that studying for too long durations is symbolic of laziness. On the same note, using too much figurative and ornate language makes one appear pretentious. Similarly, grounding judgments only in bookish rules and in one's studies makes one appear eccentric and worthy of ridicule.

Studies develop and perfect the natural abilities of the human mind. Studies trim the innate immaturities of human thought to help one grow, just as the growth of a plant is improved by trimming. Studies offer both guidance and experience. However, at times, books also create confusion but one's experience can help one steer clear of it.

People of different mindsets regard studies differently, i.e., practical people always condemn or oppose studies, common people admire studies and wise people use studies. For using studies realistically and meaningfully, people need the help of experience.

INTEXT QUESTIONS 10.1

1. What are the three uses of studies? How can one experience delight through studies?
2. When does study create unwillingness?
3. When does study become affectation? Select the most suitable answer from the options written below:
   i. When a person studies too much.
   ii. When he uses them too much for ornaments.
   iii. When making judgement wholly by their rules.
   iv. When they use them privately.
4. What is compared to natural plants?

10.2 SECTION II

Read not to **contradict** and **confute**; nor to believe and take for granted; nor to find talk and discourse; but to weigh and consider. Some books are to be tasted, others to

Notes

- **contradict:** to say the opposite of what someone else has said
- **confute:** prove a person or an argument to be wrong

be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read, but not curiously; and some few to be read wholly, and with **diligence** and attention. Some books also may be read by deputy, and extracts made of them by others; but that would be only in the less important arguments, and the meaner sort of books, else **distilled** books are like common distilled waters, **flashy** things. Reading maketh a full man; conference a ready man; and writing an exact man. And therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit: and if he read little, he had need have much cunning, to seem to know that he **doth** not.

Notes

- **diligence:** the quality of working carefully and with a lot of effort
- **distilled:** showing only the most important part of something
- **flashy:** looking too attractive, bright and expensive in an unnatural way, intended to get attention
- **doth:** old form of the third person singular of the present tense of 'do'

LET US UNDERSTAND 10.2

Through studies, we learn to gain insights from observation. Knowledge should not be used to dispute or oppose, nor even accept blindly or debate. Rather, it should be used to evaluate and contemplate.

Bacon speaks about the different ways in which different books are to be read. Some books are to be perused lightly, that is, tasted, while some other books are to be understood and enjoyed, that is, swallowed. On the other hand, certain books are to be digested, that is, to fully extract their meaning and implement in one's life. Therefore, some books are to be read only in parts, others are to be read with less curiosity, and some books are to be read with attention and diligence. Bacon, however, also says that sometimes it may be enough to read extracts or reviews of books made by others, instead of reading the whole book by oneself. But according to Bacon, this is to be done only in case of books of less importance. He considers the "distilled books" (summarised books) to be like distilled waters (purified water), which he describes as "flashy things," lacking depth and with little substance or worth.

Furthermore, Bacon suggests how reading makes one complete, conversation makes one quick and witty, and writing improves one's memory. If a person writes less, he/she will not have a good memory. Similarly, if one speaks less, he/she will lack wit and presence of mind. Accordingly, if one reads less, he/she will not have much knowledge.

INTEXT QUESTIONS 10.2

1. Why should a man study?
2. What kind of books are to be tasted? What kind of books are to be chewed and digested?

3. According to Bacon, which are the meaner sort of books?

4. What kind of learning problem does a man have if he writes little? Select the most suitable answer from the options written below:

   a) To have a great memory

   b) To have a present wit

   c) To have much cunning

   d) None of the above

10.3 SECTION III

Histories make men wise; poets witty; the mathematics subtle; natural philosophy deep; moral grave; logic and **rhetoric** able to **contend**. *Abeunt studia in mores* [Studies pass into and influence manners]. Nay, there is no **stond** or **impediment** in the wit but may be **wrought** out by fit studies; like as diseases of the body may have appropriate exercises. Bowling is good for the stone and reins; shooting for the lungs and breast; gentle walking for the stomach; riding for the head; and the like. So if a man's wit be wandering, let him study the mathematics; for in demonstrations, if his wit be called away never so little, he must begin again. If his wit be not apt to distinguish or find differences, let him study the Schoolmen; for they are *cymini sectors* [splitters of hairs]. If he be not apt to beat over matters, and to call up one thing to prove and illustrate another, let him study the lawyers' cases. So every defect of the mind may have a special receipt.

LET US UNDERSTAND 10.3

An exploration of history develops wisdom, while poetry stimulates one's wit. Mathematics is known for its ability to cultivate precision and natural philosophy improves one's intellect. Morals make a person solemn, while the study of logic and rhetoric promotes broader knowledge. One's studies are assimilated into one's character; a person's character is moulded by the kind of texts he reads.

There is no disease of the mind that cannot be corrected through proper study. Bowling is good for the bladder and the kidneys, shooting for the lungs and breast, walking for the stomach and riding is good for the head. Similarly, mathematics is the medicine for a wandering mind. This is because if one's mind wanders as he/she tries to solve a problem, he/she will have to begin again. If a person is unable to make distinctions,

Notes

- **rhetoric:** speech or writing intended to be effective and influence people
- **contend:** to compete in order to win something
- **stond:** some sort of stop or halt or hindrance (this is an archaic word, which means that it is no longer in use in present English language)
- **impediment:** something that makes progress or movement difficult or impossible
- **wrought:** carefully formed or brought into shape

he/she must study the schoolwork. If one is not quick in going through matters, that person should study the law. Thus, Bacon concludes the essay by establishing that for every deficit of the mind, a remedy is to be found in studies.

Notes

INTEXT QUESTIONS 10.3

1. According to Bacon, what are the benefits of studying history, poetry, mathematics, natural philosophy, morality, logic and rhetoric?

2. According to Bacon, the exercises of bowling and shooting are good for which diseases?

3. According to Bacon, the exercises of gentle walking and riding are good for which diseases?

4. If a man's wit is wandering, what does Bacon suggest to do?

APPRECIATION

1. Studies serve for delight, for ornament, and for ability. Their chief use for delight is in privateness and retiring; for ornament, is in discourse; and for ability, is in the judgment and disposition of business.

Context: These are the opening lines of the essay and the essayist introduces the readers with all the basics and purposes of study.

Explanation: As the essay begins, Bacon highlights the three main purposes of study: (i) studying for deriving pleasure in solitude, (ii) studying for refining and enriching one's engagement with discourses, and (iii) studying in order to upskill oneself and improve one's abilities to be better at work. Individuals are delighted by studying using a variety of means, such as in solitude or during one's moments of retirement. Studying also expands one's inventory of words, one's understanding of the world and one's ways of making sense of discourses. This in turn is reflected in the refined manner of engagements. Conversing skillfully and convincingly with others enhances one's image and this is how studies fulfil the function of ornamentation. Furthermore, learned people have an edge while gaining business acumen and taking care of matters of business. They do both more efficiently.

Notes

Critical comment:

1. Simple and terse language.
2. Practical aspects of study are well elaborated.
3. Meaning of study explored well and the rhetorical technique has been impressively used.

2. To spend too much time in studies is sloth; to use them too much for ornament, is affectation; to make judgment wholly by their rules, is the humor of a scholar. They perfect nature, and are perfected by experience: for natural abilities are like natural plants, that need pruning, by study; and studies themselves do give forth directions too much at large, except they be bounded in by experience.

Context: The essayist instructs the readers to make a proper balance in reading, writing and conversing.

Explanation: Bacon is of the view that while studying is a good habit, overdoing it will bring about adverse effects. Spending too many hours studying will make one lethargic and will surely create a distaste for study. Flaunting and utilising too much wisdom to interpret everyday matters can make one sound vain and appear arrogant. Similarly, overdependence on and mechanical application of too many rules to evaluate situations, and then take action, may lead to mockery and ridicule.

Polishing one's skills through studying is what makes one perfect and well-rounded. Learning from life experiences completes this process. One's natural talents come in raw form, so they need to be optimally developed and improved to get the most out of them.

Studying is the whetstone on which we hone our capabilities. However, deducing from studies alone may at times result in inaccurate and misleading inferences. In these cases, one's life experience is beneficial for course correction and getting to the right conclusion. Consequently, experience is immensely valuable as it serves to complement studies.

Critical comment:

1. Simple and straightforward language.
2. Witty statements full of practical wisdom.

3. Good simile in 'natural abilities are like natural plants'.

3. Read not to contradict and confute; nor to believe and take for granted; nor to find talk and discourse; but to weigh and consider.

Context: Here, the author tells about the purpose of the study which should be solely for the purpose of gaining knowledge.

Explanation: The purpose of one's study must be pure and without bias. The objective of reading and gaining knowledge should not be to vehemently oppose the views of others or to unreservedly accept the author's beliefs as if they were unquestionable. Furthermore, it should not be to indulge in trivial discussion and disputation. Studying should equip us with the ability to gauge facts and analyse them judiciously. According to Bacon, the purpose of one's study determines one's seriousness and concentration towards it. Otherwise, shallow reading will be of no use.

Critical comment:

1. Pithy sentences give no room to confusion.
2. The language is very simple.
3. The sentences are witty and practically applicable.

4. Reading maketh a full man; conference a ready man; and writing an exact man. And therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit: and if he read little, he had need have much cunning, to seem to know that he doth not.

Context: Bacon, through the quoted words, tries to convey how the three aspects of studies - reading, writing, and discussion - play a vital role in leading a man towards perfection.

Explanation: Developing a habit of reading good books increases one's understanding of many subjects. It gives the individual an opportunity to delve into topics which are too intricate for the average person to comprehend. It also broadens the individual's imagination. The reader is equipped with the capability to conceive of ideas that could potentially be of service in furthering the development of the world. Consequently, that person is empowered to make the most of his/her potential as a human being.

Notes

Through conferring with other individuals, one can free themselves from limited thinking and prejudices. Additionally, it eliminates the lack of vision in a person. Through conversing with other people, one can evaluate the pros and cons of a situation. His/her enlightened attitude allows him/her to become a reliable person. This helps him/her to get mentally prepared to manage and be ready to confront future circumstances.

Notes

Despite its creative nature, writing is an art form which also requires a scientific approach; this necessitates the writer to be both thorough and exacting. Failing to adhere to the conventions of grammar and punctuation can have devastating consequences for the overall meaning, similarly, using a limited vocabulary can also lead to an inaccurate representation of ideas. Thus, writing can be seen to foster precision and accuracy in people's actions.

The author finds that if a person reads regularly, he/she becomes a full human being. If one talks often about studying, that person becomes quick-witted and if one writes often, that person becomes precise in writing. So, Bacon says that if a person writes very little, his/her memory will be surely very low. He/she needs to have a great memory and that can be gained only by writing a lot. If a person talks less, he/she will be in lack of presence of mind and if one reads less, that person will be in lack of sharp-wittedness. In the lack of memory, presence of mind and sharp-wittedness, that person will have to pretend before others that he/she has all these faculties of the brain to their full. Thus, all three faculties of study have cures for a particular ailment of the brain.

Critical comment:

1. The style is aphoristic. Bacon is able to give readers a lot in just one sentence.
2. Pithy sentences give no room to confusion.
3. The language is very simple and full of practical wisdom. These words often constitute maxims.

5. **Histories make men wise; poets witty; the mathematics subtle; natural philosophy deep; moral grave; logic and rhetoric able to contend. Abeunt studia in mores [Studies pass into and influence manners]. Nay, there is no stand or impediment in the wit but may be wrought out by fit studies; like as diseases of the body may have appropriate exercises.**

Context: Here, the author focuses on the different uses of different subjects, and how they treat several ailments of the mind.

Explanation: According to Bacon, every subject has its own advantage and all subjects have their own uses. It is up to that person how and why he/she explores a particular subject. History is an important subject for the person who wishes to gain knowledge as it deals with all the past experiences of historians. If a person studies poetry, he/she becomes witty as poetry sharpens our minds. Mathematics makes one keen and full of concentration. Natural philosophy makes a person more sincere and deep. Moral science makes one more serious and disciplined. Logic and rhetoric are also the subjects that make one satisfied and happy. Whatever a person studies passes into his/her character; so, based on what he/she studies, his/her character is shaped accordingly. But the different kinds of ailments of his/her brain can be properly cured through studies, just as different exercises cure different kinds of physical ailments.

As Bacon elucidated, each subject holds its own particular benefit, and all subjects have their own utilities. It is ultimately the individual's decision how and why he/she chooses to study a particular subject. As he/she talks about history, Bacon maintains that it is the accumulated wisdom of the ancients that can provide crucial insight to common people. Wisdom comes from history as people learn from mistakes, intelligence from poetry (literature) as an artist conjures lofty thoughts, foresees and subtly expresses it in words. Subtlety is achieved from mathematics, as it teaches us analytical skills and endurance. Similarly, depth comes from natural philosophy and seriousness from moral (study of religion). Whatever subject we take up it modifies our perception and influences our mannerisms. Wit is a God-given gift. It is present in everybody. Just as different types of sports help to cure various bodily ailments, similarly each mental defect or defect of wit can be addressed by a specific branch of study. If a person lacks concentration and focus, he/she must study Mathematics. If he/she has insufficient knowledge, he/she must take up higher education as they drill information into our minds and if he/she realises that he/she is weak in arguing, he/she must take up a lawyer's profession as it will train him/her to be an efficient debater.

As Bacon concludes his/her essay, he/she stands by his/her belief that there is scarcely any frailty in the human mind, which cannot be dispelled by the study of a subject, fit for such a mind. Just as physical exercises can cure the weaknesses of the body, the imperfections of the mind can be set right by study.

Critical comment:

1. Usefulness of different subjects is well depicted.

2. Practical implementation of different subjects is nicely presented.

3. The language is simple and full of practical wisdom.

DO YOU KNOW

- Francis Bacon is regarded as the first major English essayist.
- This is the first essay by Bacon in the series of ten essays published in 1597.
- In 1612, some changes were made to the text. More sentences and ideas were added and also some words were added to make it better.
- Bacon is known as the father of the scientific method which was influenced by his own Baconian method based on reason and observation.
- He worked as a lawyer and scientist throughout his life (1561-1626).

LET'S LEARN

GRAMMAR

Present Continuous Tense and Simple Future Tense

Consider the following set of sentences:

a) I am watching a movie tonight.

b) I will watch a movie tonight.

Both sentences involve watching a movie, but the first sentence, despite using "tonight," suggests a planned action in the near future and is in the **Present Continuous Tense.** The second sentence uses the **Simple Future Tense** and explicitly indicates a future action.

Hence, the Present Continuous tense is used to describe an action happening at or around the moment of speaking, even if it's in the near future. The basic structure of the sentence in this tense would be:

[Subject + am/is/are (be verb) + present participle (base verb + -ing)]

Notes

Example:

1. I am studying for my exam.
2. They are playing soccer.
3. She is cooking dinner.

The Simple Future tense focuses on actions that will happen in the future. The basic structure of the sentence in this tense would be as the following:

[Subject + will/shall + base verb]

Example:

1. I will study for my exam tomorrow.
2. They shall complete the project by Friday.
3. She will finish her book by the end of the month.

Understanding when to use each tense allows for accurate expression of ongoing actions or future events in both spoken and written communication.

INTEXT QUESTIONS 10.4

Fill in the blanks with proper form of verbs given in the bracket:

1. The chef ____ (prepare) a gourmet meal for the VIP guests.
2. By the time you arrive, we ____ (complete) the first phase of the project.
3. In the future, technology ____ (revolutionise) the way we live.
4. As we speak, the scientists ____ (conduct) groundbreaking research in the lab.
5. The company ____ (launch) its new product next year.
6. Our team ____ (develop) a new software application this quarter.
7. If you are away, your cat ____ (create) a mess in the living room.
8. The orchestra members ____ (practice) diligently for their upcoming concert.
9. I believe she ____ (achieve) great success in her career.
10. By the end of this century, humans ____ (colonise) Mars.

VOCABULARY ENRICHMENT

Look at the table given below. Notice the word transformation. Some nouns have been transformed to adjectives.

Noun	Adjectives
intelligence	intelligent
ceremony	ceremonial, ceremonious
courage	courageous

INTEXT QUESTIONS 10.5

1. Read the following sentences and complete them using the correct form of the words given below.

disgrace	terror	disobey	respect	place
suggest	consider	contempt	achieve	satisfy

   i. Making fun of others and calling their names is ____________ behaviour. We must learn to ____________ the individuality of persons and treat no one in a ____________ manner.

   ii. Hard work and perseverance can help anyone to earn a ____________ ____________ in society.

   iii. ____________ is looked upon as a serious offence in the army. No ____________ is shown towards a rule breaker.

   iv. I was ____________ of the dark. My friend ____________ that I should overcome my fear by practising stepping into a familiar dark ____________ to begin with. I think his ____________ has helped me in controlling this ____________ of the dark that I had.

   v. As I look back at my ____________ with ____________ I remember my teacher who showed me the right direction.

2. Provide one-word substitutions for the following descriptions.

   i. Reading, writing and speaking.

   ii. Plots and marshalling of affairs.

Notes

iii. To ask one to leave one's current space or task and do something else.

iv. Someone who makes excessively fine distinctions in reasoning.

v. The quality of doing work carefully and thoroughly.

vi. Looking too bright, big, and expensive in a way that is intended to get attention and admiration.

vii. Something that makes it difficult for a person or thing to move or progress.

viii. To make food, drink, etc., go down your throat to your stomach.

ix. To be clever in a dishonest or bad way.

x. To perform a task, etc., or to put a plan into action.

3. Fill in the blanks with appropriate words:

i. Crafty men .... studies, simple men .... them, and wise men .... them.

ii. Read not to .... and ...., nor to believe and take for granted, nor to find talk and ...., but to weigh and ....

iii. Some books are to be ......, others to be ...., and some few to be ....

iv. Histories make men wise; poets ....; the mathematics .... natural philosophy deep; moral .... logic and .... able to ....

v. So if a man's wit be ...., let him study the mathematics; for in ...., if his wit be .... never so little, he must begin again.

LET'S DO

Match the items in Column A with their corresponding items in Column B.

	Column A		**Column B**
1.	"Reading maketh a full man."	a)	Reading extensively enriches a person's understanding and knowledge.
2.	"Writing maketh an exact man."	b)	Regular reading leads to a well-rounded individual.
3.	"Conference maketh a	c)	Engaging in discussions and

Notes

	ready man."		conversations sharpens one's wit and ability to communicate effectively.
4.	"And therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit; and if he read little, he had need have much cunning, to seem to know that he doth not."	d)	Writing helps to refine one's thoughts and ideas, ensuring clarity and precision.
5.	"Histories make men wise."	e)	Studying various subjects enhances one's capabilities and skills.
6.	"Nay, there is no stone or impediment in the wit but may be wrought out by fit studies."	f)	Individuals who despise learning are often deceitful and untrustworthy.
7.	"Crafty men contemn studies."	g)	Historical accounts provide valuable insights and lessons.
8.	"They perfect nature and are perfected by experience."	h)	Diligently studying can overcome any obstacles or limitations in one's intellect.
9.	"Abeunt studia in mores."	i)	The benefits of studying extend beyond mere academic achievement.
10.	"Studies serve for delight, for ornament, and for ability."	j)	Knowledge acquired through studies shapes one's character and behaviour.

LET'S TALK

1. Your favourite book
2. Your favourite author

LET'S WRITE

Making a summary

You have learnt to make notes in earlier lessons. In this lesson, we'll discuss how you can develop notes into a summary for brief reports and presentations.

Notes

What is a summary?

Summary is the shortened form of a text. It requires selections of what is important and rejections of what is not. For making a summary it is essential to make notes. You can make notes on paper or in your mind. Thus, note-making is the first stage of making a summary. But once the summary is made, notes are irrelevant. They could be put aside or discarded as rough work for summary. In a summary, the important points are presented in a logical order in the form of a paragraph or paragraphs. The facts are stated in a straight-forward, direct style - without any ornamentation or examples.

Example 1

People in the present day civilization have become highly materialistic. Money is the only god they know. Consequently, all their efforts, and most of their waking hours, go into earning money and still more money. The life of a rich businessman, especially in the developed countries, is extremely busy. Thousands have to be converted into lakhs and lakhs into crores. There is no end and no respite for him. Alongwith money come the demands of their social life. To keep abreast of the times, they have to throw and attend big parties, meeting powerful and influential people to serve their business ends.

One unfortunate result of their excessively busy and fast life is the total neglect of their children. The rich can provide their children with all that money can buy: rich food; expensive clothes, cars and every other imaginable comfort and luxury. But they simply cannot give them what they need most-parental care and affection on a personal level for which there is no substitute in the whole world. These children who are brought up almost entirely by hired attendants develop a twisted personality. Their rich, busy and well-bred parents are one day shocked to find that their children have developed some of the traits of their own attendants which are, to say the least, considerably less than well-bred.

Now let's note down important points:

1. people highly materialistic in present day civilization.
2. all time and efforts go into earning money.
3. businessmen, esp. busy.
   (i) no rest - respite

Notes

4. demands of social life

   (i) giving and attending parties

   (ii) meeting influential people.

5. Results

   (i) neglect of their children

   (ii) luxuries provided but parental love & care not given

   (iii) children brought up by hired attendants

   (iv) developing their traits (attendants)

   (v) develop a twisted personality.

We can, now, develop these points into a summary.

People are highly materialistic in the present day civilization. They use all their time and effort in earning more and more money without any rest or respite. The life of businessmen, especially in developed countries, is very busy. Alongwith money, come the demands of their social life. They have to participate in parties to keep contacts with influential and powerful people. Being excessively busy, they neglect their children. They provide them with all possible luxuries and comforts but they cannot give them parental love and care. The children, brought up entirely by hired attendants, develop the less well-bred traits of their attendants. They develop a twisted personality.

Now, read the passage given below. Identify the main ideas and make a summary. Give it a suitable title also.

There are several distinct dimensions in which our youth must equip itself. The first is the physical. Building a great democracy and defending it from aggressors requires a young generation that is physically strong, with muscles of iron and nerves of steel and for this it must equip itself by undertaking physical training and developing physical fitness to the maximum extent possible. The second dimension is the intellectual. We live in a highly competitive age of science and technology and can no longer afford the luxury of mediocrity if we are to forge ahead. Therefore every young man and woman studying in schools, colleges and universities must aim at academic ability of the highest order. The third is the dimension of patriotism. I am concerned here not so much with the routine meaning of this term as with that deeper patriotism which transcends all pettiness and creates in our youth a deep urge for national unity and progress.

Notes

WHAT HAVE YOU LEARNT

- Bacon advocated for the empirical method of scientific inquiry, emphasising the importance of observation, experimentation, and evidence-based reasoning. He believed that knowledge should be derived from sensory experience and direct observation of the natural world rather than relying solely on deductive reasoning or philosophical speculation.
- He popularised the method of inductive reasoning, where general principles are derived from specific observations. He argued that scientists should collect data through systematic observation and experimentation, and then draw general conclusions based on patterns and regularities observed in the data.
- Bacon emphasised the importance of conducting controlled experiments to test hypotheses and theories. He believed that experiments could reveal the underlying causes and mechanisms of natural phenomena, leading to a deeper understanding of the natural world.
- Bacon believed that scientific knowledge should be applied to improve human life and society. He argued for the practical utility of knowledge, advocating for the development of technologies and innovations that could benefit humanity.
- Bacon encouraged critical thinking and scepticism, urging scientists to question established beliefs and theories and to remain open to new evidence and perspectives. He emphasised the importance of challenging authority and conventional wisdom in the pursuit of truth.

TERMINAL QUESTIONS

1. What are the ways of study and what are the different books to be studied?
2. How can different ailments of the mind be cured by study?
3. Write about your experience studying mathematics.
4. Ask a poem to your friend without knowing who wrote it and elaborate the poem independently with your own views.

Notes

ANSWERS TO INTEXT QUESTIONS

10.1

1. The three chief uses of studies include amusement, adornment and ability. Studies delight us the most when done privately.
2. Bacon warns that studying for too long durations can create unwillingness.
3. (ii)
4. Human mind and thinking capacity are compared to natural plants. Studies trim the innate immaturities of human thought to help one grow, just as the growth of a plant is improved by trimming.

10.2

1. A man should study to learn to gain insights from observation.
2. Books of less importance are to be simply tasted.

   Books of substance and significance are to be chewed and digested, to fully extract their meaning and implement in one's life.
3. The meaner sort of books are, according to Bacon's consideration, the "distilled books" (summarised books), like distilled waters (purified water), which he describes as "flashy things," lacking depth and with little substance or worth.
4. (a) To have a great memory.

10.3

1. An exploration of history develops wisdom, while poetry stimulates one's wit. Mathematics is known for its ability to cultivate precision and natural philosophy improves one's intellect. Morals make a person solemn, while the study of logic and rhetoric promotes broader knowledge.
2. According to Bacon, bowling is good for diseases of the bladder and the kidneys, while shooting is good for diseases of the lungs and breast.
3. According to Bacon, gentle walking is good for diseases of the stomach and riding is good for diseases of the head.
4. Bacon suggests the study of mathematics as the cure for a wandering mind. This is because if a man's mind wanders as he tries to solve a problem, he will have to begin again.

Notes

10.4

1. is preparing
2. will have completed
3. will revolutionise
4. are conducting
5. will launch
6. is developing
7. will create
8. are practising
9. will achieve
10. will have colonised

10.5

1. i. disgraceful, respect, contemptuous.
   ii. respectable place
   iii. disobedience, consideration
   iv. terrified, suggested, place, suggestion, terror
   v. achievements, satisfaction
2. i. study
   ii. management
   iii. call away
   iv. cymini sectores
   v. diligence
   vi. flashy
   vii. impediment
   viii. swallow
   ix. cunning
   x. execute
3. i. Condemn, admire, use
   ii. Contradict, confute, discourse, consider
   iii. Tasted, swallowed, chewed and digested
   iv. Witty, subtle, grave, rhetoric, contend
   v. Wandering, demonstrations, called away

Let's Do

1. b
2. d
3. c
4. h
5. g
6. e
7. f
8. i
9. j
10. a

11

NIGHT OF THE SCORPION

The poem is written by Indian Jewish poet **Nissim Ezekiel**. It is about the night when the poet's mother is bitten by a scorpion. The poem explores the reactions and emotions of the people in the household, the superstitious beliefs of the villagers, and the unity of the family in the face of adversity. The poem delves into themes of suffering, community, and the complex relationship between humans and nature. The poet further underneath the superstitious practice while portraying the impression of motherly love.

LEARNING OUTCOMES

After completing the lesson, the learner:

- Identifies the genre of poetry as a literary text by close reading, and interpreting possible meanings;
- Recognises works of Indian English literature;
- Analyses rituals and customs of Indian society in the late 20th Century;
- Appraises the motherly resilience, strength and selflessness;
- Develops a sense of community and solidarity in times of crisis.

11.1 SECTION I

I remember the night my mother

was stung by a scorpion. Ten hours

of steady rain had driven him

to crawl beneath a sack of rice.

Parting with his poison— flash

of **diabolic** tail in the dark room—

he risked the rain again.

Fig. : 11.1

Notes

- **Diabolic:** monstrous

LET US UNDERSTAND 11.1

The poem opens with the speaker reminiscing about a particular night his mother was stung by a scorpion. This incident serves as the central event of the poem. The mention of ten hours of continuous rain suggests that it was a stormy night. The scorpion sought shelter from the rain and took refuge under a sack of rice. This sets the stage for the encounter between the scorpion and the mother. The "flash of diabolic tail" implies the sudden, sinister appearance of the scorpion's tail in the dark room as it stung her. This image adds an element of fear and foreboding to the scene. The poet comments that after stinging the mother, the scorpion flees from their house, braving the rain once more. This action suggests that the scorpion is willing to face the natural threat rather than confront the consequences of its actions. Again, this commentary of the poet on this action denotes his sympathy for that creature.

INTEXT QUESTIONS 11.1

1. What drove the scorpion inside the house?

2. The word 'flash' means —

   a) a cowardly action

   b) a quick and sudden action

   c) a wicked action

   d) a bright action

3. Why does he call the tail 'diabolic'?

4. What is the scorpion's action after stinging the mother?

   a) It crawls beneath a sack of rice

   b) It bites the speaker

   c) It runs away from the house

   d) It hides in a dark room

5. Why did the scorpion risk going out again into the rain?

   a) It wanted to find more prey

   b) It regretted stinging the mother

   c) It needed to replenish its poison

   d) It was seeking shelter from the rain

6. What does the stanza suggest about the scorpion's behaviour?

   a) The scorpion is cunning and evil

   b) The scorpion is a harmless creature

   c) The scorpion is desperately seeking shelter

   d) The scorpion is attacking the villagers

Notes

- **Swarms:** a large group of flying insects

11.2 SECTION II

The peasants came like **swarms** of flies
and buzzed the Name of God a hundred times
to paralyse the Evil One.
With candles and with lanterns
throwing giant scorpion shadows
On the mud-baked walls
they searched for him; he was not found.

Fig. : 11.2

LET US UNDERSTAND 11.2

The poet continues vividly describing the reactions of the villagers or peasants who rush to the speaker's house upon hearing about the scorpion sting incident involving the speaker's mother. He compares the arrival of the villagers to swarms of flies, emphasising their large numbers and the speed at which they gathered upon hearing about the incident. The villagers, in their superstition and desire to ward off evil,

repeatedly invoke the name of God. This repetition underscores their fervent and desperate prayers for divine intervention. The villagers believe that by invoking God's name, they can paralyse or render powerless the evil force responsible for the scorpion's attack. They see the scorpion as a symbol of evil or malevolence. They had come prepared with candles and lanterns. These light sources not only serve a practical purpose in searching for the scorpion at night but also symbolise their attempt to dispel darkness and fear with the light of their faith. As they move about with their candles and lanterns, the villagers cast large and eerie shadows on the mud walls of the house. This image adds to the atmosphere of tension and mystery in the scene. However, despite their efforts, the villagers are unable to locate the scorpion. It suggests the elusiveness of the evil they are trying to combat and the unpredictability of life's hardships.

INTEXT QUESTIONS 11.2

1. How did the peasants arrive at the scene?

2. Why do the villagers come together and chant the name of God a hundred times?

   a) To celebrate a religious festival

   b) To ward off evil and help the mother

   c) To express their frustration with the scorpion

   d0 To honour the scorpion's bravery

3. How did the peasants use candles and lanterns?

4. What visual effect is created by the candles and lanterns used by the villagers in their search for the scorpion?

   a) They create a warm and welcoming atmosphere

   b) They cast giant scorpion shadows on the mud-baked walls

   c) They illuminate the room entirely

   d) They make the room appear smaller

Notes

5. What was the outcome of the peasants' search for the scorpion?

   a) They found it and captured it

   b) They gave up and left the scene

   c) They were disappointed

   d) They found traces of the scorpion's presence

6. Did the peasants successfully find the scorpion?

11.3 SECTION III

They clicked their tongues.

With every movement that the scorpion made his

poison moved in Mother's blood, they said.

May he sit still, they said

May the sins of your previous birth

be burned away tonight, they said.

May your suffering decrease

the misfortunes of your next birth, they said.

LET US UNDERSTAND 11.3

The action of clicking their tongues expresses the villagers' disappointment or frustration at not finding the scorpion. It adds to the atmosphere of communal concern and shared experience in the poem. They express their belief that the poison from the scorpion's sting is spreading through the mother's body with every movement of the scorpion. It emphasises the villagers' superstitious beliefs and their attempts to make sense of the scorpion sting through a blend of religious and cultural interpretations. This belief attributes almost mystical qualities to the scorpion's venom too that copes justly with their superstitious understanding of the situation. The rural folk hope that the scorpion will remain still and not move, as they believe this will somehow help alleviate the mother's suffering. This reflects their desire for the situation to stabilise and improve. The villagers also believe that the mother's suffering may be a form of karmic purification, and they hope that her ordeal on this night will cleanse her of past sins. It reflects the

deep intertwining of religious and cultural beliefs in the poem. Some villagers express the idea that the mother's current suffering might somehow reduce or mitigate the misfortunes she might face in her next life. This belief is rooted in the Hindu concept of karma, where one's actions in this life affect their circumstances in future lives.

INTEXT QUESTIONS 11.3

1. The phrase 'clicked their tongues' expresses

   a) The peasants' worries about the sting

   b) The peasants' sorrow for the mother

   c) The peasants' failure to find the scorpion

   d) The peasant's anger towards the scorpion

2. What bodily fluid was affected by the scorpion?

3. In the stanza, what do the villagers hope for regarding the scorpion's movements?

   a) They hope it will escape and be safe

   b) They hope it will sting others as well

   c) They hope it will remain still and not move

   d) They hope it will reveal its hiding place

4. What did the villagers express regarding the sins of the Mother's previous birth?

5. What was the focus of the wishes regarding the Mother's next birth?

6. What is the underlying belief or sentiment expressed by the villagers in their words to the mother?

   a) They wish her suffering to increase

   b) They hope her pain will lead to a better next life

   c) They believe she deserves the scorpion's sting

   d) They want to punish her for past sins

Notes

- **Unreal world:** the imperfect world in which we live, suggests the inherent difficulties and complexities of human existence

11.4 SECTION IV

May the sum of evil
balanced in this **unreal world**
against the sum of good
become diminished by your pain.
May the poison purify your flesh
of desire, and your spirit of ambition,
they said, and they sat around
On the floor with my mother in the center,
the peace of understanding on each face.

Fig. : 11.3

LET US UNDERSTAND 11.4

The villagers continue to express their wishes and beliefs regarding the mother's suffering after being stung by the scorpion. They hope that the mother's pain and suffering will serve to reduce the overall balance of evil in the world when compared to the sum of good. It's a belief that her ordeal can somehow contribute to a greater cosmic balance. They further suggest that the poison from the scorpion's sting may have a purifying

effect on the mother. The peasants believe that it can cleanse her of worldly desires and ambitions. This reflects a spiritual or philosophical perspective, where suffering is seen as a means of attaining purity or detachment from material concerns. The peasants, while praying for the woman, begin each prayer with the word 'may'. It shows here the peasant's concern for the suffering woman. Then the speaker paints a powerful picture of the villagers sitting in a circle with the mother at the centre. It conveys a sense of communal support and unity in the face of the mother's suffering. The "peace of understanding" on their faces suggests that they share a common belief and purpose in attempting to offer comfort to the mother. It highlights the role of community and empathy in times of crisis.

Notes

INTEXT QUESTIONS 11.4

1. Who are 'they' in the above lines?
2. What is the wish expressed regarding the balance of good and evil in the world?
3. How do the villagers believe the mother's pain might affect the balance of good and evil?
4. According to the villagers, what is the effect of the poison from the scorpion's sting on the mother?
   a) It intensifies her desires
   b) It purifies her flesh of desire
   c) It increases her ambition
   d) It has no effect on her
5. Where do the villagers sit as they offer their prayers and wishes for the mother's well-being?
   a) On the roof of the house
   b) On chairs and benches
   c) On the floor with the mother in the centre
   d) In a circle around a fire

6. What is the prevailing emotion on the faces of the villagers in this stanza?

   a) Fear and anxiety

   b) Anger and frustration

   c) Peace and understanding

   d) Sadness and despair

11.5 SECTION V

More candles, more lanterns, more neighbours,
more insects, and the endless rain.
My mother **twisted** through and through,
groaning on a mat.
My father, **sceptic**, **rationalist**,
trying every curse and blessing,
powder, mixture, herb and **hybrid**.
He even poured a little **paraffin**
upon the bitten toe and put a match to it.

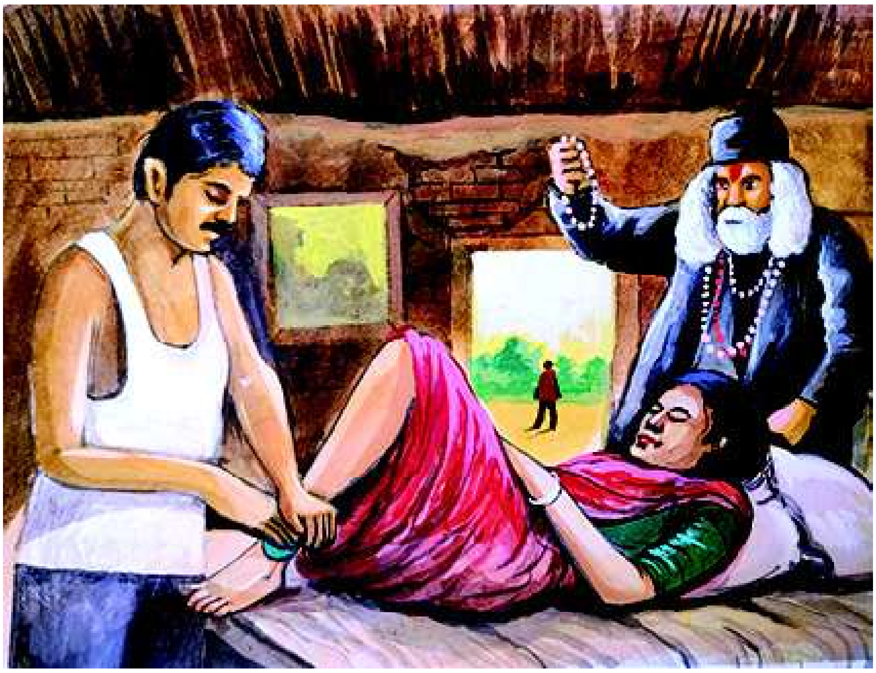


Fig. : 11.4

Notes

- **Twist:** form into a distorted shape
- **Sceptic:** a person tends to question accepted opinions
- **Rationalist:** a person who bases opinions and actions on reason and knowledge
- **hybrid:** mixture or combination of different elements
- **Paraffin:** a colourless, flammable, oil liquid used as fuel

Notes

LET US UNDERSTAND 11.5

The poem continues to build the tension and drama of the poem, portraying the frantic and varied efforts made by the family and neighbours to save the mother from the effects of the scorpion sting. The use of the word "more" emphasises the increasing intensity and activity in the household. The family and neighbours are bringing additional light sources (candles and lanterns) to illuminate the scene, more people are gathering, and the heavy rain outside continues unabated. Then the speaker vividly depicts the mother's physical and emotional distress. She is in great pain, twisting and turning on a mat, and her groaning indicates her suffering. At that point the father's character is introduced and contrasted with the superstitious beliefs and rituals of the neighbours. He is described as a "sceptic" and a "rationalist," indicating that he relies on logical and scientific methods. The contrast between the father's rationalism and the villagers' superstitious beliefs adds depth to the poem's exploration of human responses to crisis and suffering. Despite his scepticism, he is desperate to help and is trying various remedies, including curses, blessings, powders, mixtures, herbs, and hybrids (likely referring to a mix of traditional and modern treatments). Strikingly enough, in a desperate attempt to counteract the scorpion's venom, the father applies paraffin to the mother's bitten toe and tries to burn it using a match. This drastic measure highlights the father's willingness to try anything to alleviate the mother's suffering.

INTEXT QUESTIONS 11.5

1. What was the atmosphere like with the addition of more candles, lanterns, neighbours, insects, and rain?

2. How was the mother's physical condition described in this stanza?

3. "My father, sceptic, rationalist" What does that mean?

4. What does the father do in an attempt to treat the scorpion's sting?

   a) He pours water on the wound to cool it down

   b) He applies a special ointment on the bitten toe

   c) He uses a traditional method involving fire

   d) He rushes the mother to the hospital

5. How does the speaker's father react to the scorpion's sting?

   a) He resorts to superstitious rituals and prayers

   b) He ignores the situation and continues with his work

   c) He rushes to find medical help immediately

   d) He scolds the mother for allowing the scorpion to sting her

6. The poet says that his father, who was a rationalist, tried everything. Why did he do so?

   a) because the father had changed

   b) because the father wanted to do what others were doing

   c) because the father was deeply concerned

   d) because the father was superstitious

Notes

- **Rites:** religious act
- **Incantation:** series of words said as a magic spell

11.6 SECTION VI

I watched the flame feeding on my mother
I watched the holy man perform his **rites**
to tame the poison with an **incantation**.
After twenty hours
it lost its sting.
My mother only said
Thank god the scorpion picked on me
and spared my children.

— Nissim Ezekiel

LET US UNDERSTAND 11.6

The speaker observes how the father's attempt to use fire (by pouring paraffin and lighting a match) to counteract the scorpion's venom affected the mother. The word "feeding" implies that the fire was used to counter the poison's effects. It seems to the speaker that a holy man is performing rituals and incantations to try to neutralise the poison in the mother's body. This reflects the persistence of superstition and spirituality in the face of adversity. However, the speaker reveals that after twenty long hours of

suffering, the effects of the scorpion's sting began to diminish. The mother's condition improved, indicating that her ordeal was finally coming to an end. The final lines of the poem come to a poignant conclusion that highlights the mother's strength, resilience and selflessness. Instead of dwelling on her own pain and suffering, she expresses gratitude that the scorpion chose to sting her and spare her children. This sentiment underscores the deep love and sacrifice of a mother for her family.

INTEXT QUESTIONS 11.6

1. What does the speaker mean when they say, "I watched the flame feeding on my mother"?

   a) The mother was being consumed by the scorpion's venom

   b) The mother was engulfed in a holy fire

   c) The mother was undergoing a ritual purification

   d) The mother was trying to control the scorpion

2. What was the purpose of the rites and incantation?

3. The speaker mentions that the poison from the scorpion's sting "lost its sting." What does this imply?

   a) The scorpion's venom became less potent.

   b) The mother's pain intensified.

   c) The scorpion returned to sting again.

   d) The villagers' efforts were in vain.

4. How long did it take for the poison to lose its sting?

5. What unconventional method did the father attempt to use in treating the scorpion sting?

6. Why did the mother feel relieved?

CHARACTER SKETCHES

Mother

The mother is portrayed as selfless and devoted to her family. When she is stung by a

Notes

scorpion, her primary concern is for her children's well-being, not her own pain. She displays remarkable resilience in the face of excruciating pain. Despite the agony of the scorpion's sting, she continues to pray and endure, setting an example of inner strength. Her strength in the face of adversity and her ability to unite the community around her highlight her central role as a nurturing and enduring figure.

Father

The father is portrayed as a pragmatic and rational figure. He reacts to his wife's scorpion sting with practicality, seeking the help of the local healer and remaining composed. His actions suggest a logical and level-headed nature, in contrast to the superstitious villagers. While he may lack the emotional intensity of his wife, his rationality provides a stable anchor for the family during the crisis, embodying the calm and collected qualities of a responsible head of the household.

The peasants

The peasants in "Night of the Scorpion" are depicted as superstitious and closely connected to their rural community. They embody traditional beliefs and rituals, relying on mystical remedies to counter the scorpion's sting when the mother is afflicted. Their collective response reflects their communal unity and the strength of their shared beliefs. Despite their superstitions, they come together to support the afflicted mother, revealing their capacity for compassion and solidarity in times of crisis. The peasants symbolise the enduring influence of folklore and superstition in rural life while also demonstrating a sense of community and resilience.

? DO YOU KNOW

- Nassim Ezekial was born in Bombay in 1924 as part of Bombay's Jewish community.
- The poem is anthologised in his poetry collection *The Exact Name* which was published in 1965.
- His first collection of poetry is *The Bad Day*, published in 1952.
- Ezekiel was honoured with the Padma Shri award in 1988 and the Sahitya Akademi cultural award in 1983.

APPRECIATION

Free verse

Free verse is a form of poetry that does not adhere to a strict metre or rhyme scheme. Unlike traditional forms of poetry, which often follow specific rules regarding syllable count, rhythm, and rhyme, free verse allows poets greater freedom in their choice of language, structure, and form.

The poem is written in Free Verse which has no rhyme scheme.

Narrative Poetry

Narrative poetry includes a structured and sequential style of storytelling with a 1st person narrative.

"Night of the Scorpion" tells a story, recounting the events of a particular night when the speaker's mother is bitten by a scorpion. The poem unfolds in a sequential manner, with a clear beginning, middle, and end, as it describes the incident and the reactions of the villagers. Through its narrative structure, the poem draws the reader into the dramatic events and explores themes of suffering, superstition, and community.

LET'S DO

List the prayers that the peasants make for the mother.

i. ____

ii. ____

iii. ____

LET'S LEARN

GRAMMAR

Direct - Indirect Speech

Consider the following sentences:

a) She said, "I will go to the store."

b) She said that she would go to the store.

Notes

You may notice that in the first sentence, the actual words spoken are directly enclosed in quotation marks. It is called **Direct Speech**. Yet, in the second sentence,the speaker's words are reported without quoting them directly. It is an **Indirect Speech**.

Hence, Direct speech involves quoting the exact words spoken by a person, while Indirect speech involves paraphrasing or reporting what someone has said.

Now, let's move in to the Conversion Rules:

1. Pronoun Changes: Change pronouns according to the perspective of the reporting sentence.

   i. He said, "I am happy." ’! He said that he was happy.

   ii. He said, "We are happy." ’! He said that they were happy.

2. Tense Changes: Adjust verb tenses according to the context and time of reporting.

   i. She said, "Praful loves to read books." ’! She said that Praful loved to read books.

   ii. The daughter said to her mother, " I have completed my writing." ’! The daughter told her mother that she had completed her writing,

   iii. "I can help you," she said. ’! She said that she could help.

3. Time and Place Changes: Modify time expressions and location words if needed.

   i. They said, "We will meet tomorrow." ’! They said that they would meet the next day.

   ii. He said, "Yesterday we enjoyed the celebration." ’! He said that they had enjoyed the celebration on the previous day.

   iii. She said, "I have Math exam today." ’! She said that she had Math exam on that day.

   iv. He asked me, "Which bus stops here?" ’! He asked me which bus stopped there.

INTEXT QUESTIONS 11.7

1. Rewrite the following sentences using indirect speech:

Notes

i. "I won the competition," she said.

ii. "We will visit the museum tomorrow," they said.

iii. "He is studying in the library," she said.

iv. "I have already booked the tickets," he said.

v. "They are renovating their house," he said to me.

2. Rewrite the following sentences using direct speech:

i. He mentioned that he was going to travel to Paris next month.

ii. She informed us that she had bought a new car.

iii. They told me that they were going to start a new business.

iv. He explained that he couldn't attend the meeting due to illness.

v. She confessed that she had forgotten to do her homework.

LITERARY DEVICES

Simile

We have discussed Simile in Lesson 6. In this poem also we can find the use of simile. For ex,

"The peasants came like swarms of flies"

This simile compares the arrival of the villagers to swarms of flies, emphasising their large numbers and the sense of urgency as they gathered upon hearing about the scorpion sting incident. It helps create a vivid and impactful image in the reader's mind, illustrating the chaotic and sudden nature of their arrival.

Alliteration

It is the repetition of consonant sounds at the beginning of words.

Ex. "Parting with his poison"

"stung by a scorpion"

"risked the rain"

"poison purify"

"herb and hybrid"

"flame feeding"

In the above sentences the underlined consonants are repeated and add a sense of emphasis and rhythm.

Onomatopoeia

It is a literary device where words imitate the sounds associated with the objects or actions they describe.

"buzzed the name of God"

"They clicked their tongue"

"groaning on a mat"

The word "buzzed" in the line imitates the sound of a swarm of insects or the buzzing of voices, emphasising the noisy and frenzied atmosphere as the villagers invoke God's name.

Similarly, the word "click" imitates the sound of the villagers clicking their tongues in response to the situation. This onomatopoeia conveys their disapproval or frustration.

Also, groaning is a sound that denotes pain. Here in this line the word reflects the pain the Mother is suffering from.

Dramatic Irony

We have learnt about Dramatic Irony in Lesson 8. It is a situation where the audience knows something more about the story that the characters in the story do not.

For example, the villagers were trying to find the scorpion in the room. Yet, the reader knows that the scorpion had already fled, as the narrator describes. Again, the pain of the mother had subsided with the natural course of time. However, the superstitious villagers kept their faith in the magical power.

Notes

INTEXT QUESTIONS 11.8

Identify the literary devices used in the following sentences:

1. The bees buzzed around the blooming flowers.
2. The waves crashed against the shore like angry giants.

Notes

3. The fireworks exploded with a loud bang.
4. Her hair was as black as coal.
5. The leaves rustled in the gentle breeze.
6. The cat meowed plaintively at the door.
7. Peter Piper picked a peck of pickled peppers.
8. The door creaked open slowly.
9. Sally sells seashells by the seashore.
10. His eyes sparkled like diamonds in the sunlight.

VOCABULARY ENRICHMENT

Compound Words

Compound words are formed in many ways.

Sometimes you make a new word by adding a prefix or a suffix as we have seen in Lesson 1 and also in Lesson 2.

Another way of forming a new word is by putting two words together. This is done because a single noun or adjective is often not enough to refer clearly to a person or thing or quality. When this is the case, a compound word is used which consists of two words put together.

Look at the following examples of compound words:

i. There is a huge <u>swimming pool</u> in the club. (Compound noun)

ii. The <u>bus stop</u> is overcrowded at peak hours. (Compound noun)

iii. Kill me if you find me <u>killing-worth</u>. (Compound adjective)

iv. Nobody should ignore the words of their well-wishing friends. (Compound adjective)

Compound words are written in three ways:

i) Some compound words are written with space between two words. For example: car park, gas stove.

ii) Some compound words have a hyphen (-). For example: eagle-eyed, twenty-four, good-tempered.

iii) Some compound words are joined together. For example: fisherwoman, staircase.

Note: Compound nouns are usually written as two separate words. Compound adjectives are usually joined together with a hyphen.

Notes

INTEXT QUESTIONS 11.9

1. Form new words by choosing one word from Group A and one from Group B.

Group A	Group B
first	footed
four	year-old
three	over
before	stove
bats	box
pull	maker
far	sighted
grand	cut
night	in-law
gas	man
trouble	mother
inter	class
short	handed
bread	hand
white	crumbs
bald	sighted
brother	coloured
letter	headed

2. Fill up the blanks in the following paragraph with some of the compound words you have formed:

   Every evening..........i................ used to sit on the verandah with her sewing machine. She stitched clothes for her grandson Ali. After finishing her work she would feed the sparrows with ....ii............ The sparrows could come and perch themselves on the ....iii......... Soon all the crumbs were eaten up.

Grandmother who was ....iv......... could not see the sparrows clearly but she knew each sparrow who came and sat in her verandah everyday.

LET'S TALK

Explore how the poem depicts the clash between superstition and rationality. Discuss how the villagers' beliefs in traditional remedies and rituals contrast with the narrator's more rational perspective.

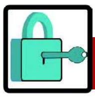
WHAT HAVE YOU LEARNT

- The poem teaches us about the complexities of human nature, the power of community in times of crisis, and the enduring themes of love, sacrifice, and resilience.
- It shows how people in the face of adversity often turn to superstitions for explanations and solutions.
- It also promotes the sense of community and unity in times of crisis.
- The poem demonstrates the depth of a mother's love and sacrifice for her children.

TERMINAL QUESTIONS

1. Who is the 'I' in the poem?
2. What is the central event described in the poem?
3. How was the night when the event happened?
4. How do the villagers react when they hear about the scorpion sting incident?
5. How did the peasants react when they couldn't find the scorpion?
6. How does the poem explore the theme of superstition?
7. How does the poem depict the unity and support of the community in the face of adversity?
8. What cultural and religious beliefs are reflected in the villagers' actions and prayers?
9. What was the mother's reaction to the scorpion's sting?

10. What is the overall mood or atmosphere created by the poem?



ANSWERS TO INTEXT QUESTIONS

Notes

11.1

1. continuous rain
2. b) a quick and sudden action
3. because it poisons his mother
4. a) It crawls beneath a sack of rice
5. d) It was seeking shelter from the rain
6. c) The scorpion is desperately seeking shelter

11.2

1. The peasants arrived at the scene "like swarms of flies."
2. b) To ward off evil and help the mother
3. The peasants used candles and lanterns to illuminate the area and search for the scorpion.
4. b) They cast giant scorpion shadows on the mud-baked walls
5. c) They were disappointed
6. No.

11.3

1. c) The peasants' failure to find the scorpion
2. blood
3. c) They hope it will remain still and not move
4. The villagers expressed the hope that the sins of the speaker's previous birth would be burned away that night.
5. to reduce her misfortunes
6. b) They hope her pain will lead to a better next life

11.4

1. the peasants
2. The wish expressed is that the sum of evil in the unreal world would be diminished by the mother's pain, thereby balancing it against the sum of good.
3. The villagers believe that the mother's pain might diminish the sum of evil in

Notes

the world, thus balancing it against the sum of good.

4. b) It purifies her flesh of desire
5. c) On the floor with the mother in the centre
6. c) Peace and understanding

11.5

1. The atmosphere in the stanza becomes more crowded and chaotic with the addition of more candles, lanterns, neighbours, insects, and the ongoing rain.
2. The mother is described as "twisted through and through, groaning on a mat," indicating that she is in significant pain and discomfort due to the scorpion sting.
3. This suggests that he is a person who relies on logic and reason rather than superstition or faith.
4. b) He applies a special ointment on the bitten toe
5. a) He resorts to superstitious rituals and prayers
6. c) because the father was deeply concerned

11.6

1. a) The mother was being consumed by the scorpion's venom
2. The purpose of the rites and incantation was to try to tame or counteract the poison from the scorpion sting and heal the mother.
3. a) The scorpion's venom became less potent
4. 20 hours
5. In an unconventional and desperate attempt, the father poured a little paraffin (a type of fuel) onto the bitten toe and set it on fire by putting a match to it. This unusual method was likely an extreme measure in an attempt to counteract the effects of the scorpion's venom.
6. The mother felt relieved because she believed that by being stung by the scorpion, she had spared her children from a similar fate. Her gratitude reflects her deep love and maternal instinct to protect her family.

11.7

1. i. She said that she had won the competition.
   ii. They said that they would visit the museum the next day.
   iii. She said that he was studying in the library.
   iv. He said that he had already booked the tickets.

Notes

v. He told me that they were renovating their house.

2. i. He said, "I am going to travel to Paris next month."

ii. She said, "I have bought a new car."

iii. They said, "We are going to start a new business."

iv. He said, "I can't attend the meeting due to illness."

v. She said, "I have forgotten to do my homework."

11.8

1. Onomatopoeia: The word "buzzed" imitates the sound made by bees. Alliteration: The repetition of the 'b' sound in "bees" and "blooming."
2. Simile: The comparison of waves to "angry giants" using the word "like." Personification: The waves are given human qualities of anger.
3. Onomatopoeia: The word "bang" imitates the sound of fireworks.
4. Simile: The comparison of her hair to "coal" using the word "as."
5. Onomatopoeia: The word "rustled" imitates the sound of leaves moving. Personification: The leaves are given the action of "rustling," typically a human action.
6. Onomatopoeia: The word "meowed" imitates the sound made by a cat.
7. Alliteration: The repetition of the 'p' sound.
8. Onomatopoeia: The word "creaked" imitates the sound made by a door opening.
9. Alliteration: The repetition of the 's' sound.
10. Simile: The comparison of his eyes to "diamonds" using the word "like."

11.9

1.

first class	bald-headed	four-footed	brother-in-law
three-year-old	letter box	gas stove	beforehand
trouble maker	right-handed	inter-class	batsman short-
sighted	far-sighted	bread crumbs	grandmother white-
coloured	pullover		

2. i. grandmother

ii. three-year-old

iii. bread crumbs

iv. short-sighted

12

WHERE THE MIND IS WITHOUT FEAR

Rabindranath Tagore, the legendary Bengali poet, novelist, and painter, was born on 7th May, 1861, in Calcutta, India. He was also fondly referred to as 'Kabiguru' and 'Biswakabi'. His body of work has been highly praised by W B Yeats, and he was seen as the paramount creative master in modern India, greatly contributing to the introduction of Indian culture to the West. In addition to his impressive literary accomplishments, he was also a philosopher and pedagogue who founded the Vishwa-Bharati University in 1921, a unique space that defied the traditional approach to education.

The poem "Where the Mind is Without Fear" is one of Tagore's most popular works. It was written when the British ruled our country. We were slaves to a foreign power. So, at that point of time, the people of India were desperately yearning for liberation from the oppressive British Rule, and Tagore chose to express this through his poem in the form of a prayer to the Almighty for the true independence of his fellow Indians, thereby artfully elucidating his own idea of freedom in the words of the poem. As a firm Indian nationalist and visionary, the poet wanted India to awaken to a bright dawn of enlightenment – freedom from slavery and our own mental shackles.

LEARNING OUTCOMES

After completing the lesson, the learners:

- Analyses the genre of poetry as a literary text by close reading, and interpreting possible meanings;
- Recognises literary heritage in Indian languages;
- Discusses the the aspirations of a colonised country through works of literature from pre-independent India;

Notes

- Illustrates the value of positive thinking;
- Compares the commonalities among modern Indian languages.

12.1 SECTION I

Transliteration:

Chitto jetha voi shunno , Uccho jetha shir

gyan jetha mukto , jetha griher prachir

apon prangon tole dibos shorbori

bosudhare rakhe nai khondo khudro kori

jetha bakko hridoyer utsomukh hote

ucchosia uthe, jetha nirbarito srote

deshe deshe dishe dishe kormodhara dhai

ojosro sohosro bidho choritarthotai

Translation:

Where the mind is without fear and the head is held high

Where knowledge is free

Where the world has not been broken up into fragments

By narrow domestic walls

Where words come out from the depth of truth

Where tireless striving stretches its arms towards perfection

LET US UNDERSTAND 12.1

Where the mind is without fear and the head is held high

In this poem and in the opening lines, Tagore presents his vision and wants to imagine a better future with more freedom in our personal, social and political lives. This was especially relevant since he wrote this in 1901 when India was under the stranglehold of British imperialism. For more than 100 years, the colonisers had been using cruel tactics to treat the original inhabitants badly, taking away their rights and making them

feel like they were less than everyone else – which is typical when a country is colonised.

When Indians started standing up for themselves and their cardinal rights, it was obvious that they would having their freedom and rights snatched away from the Britishers. The 'fear,' mentioned here by the poet, encompasses deep feelings of worry, powerlessness, frustration, disenchantment, and most of all, a feeling of despair.

Notes

Where knowledge is free

It is important to look into the meaning of the words: "Where knowledge is free." Tagore wanted knowledge to be shared by everyone, but the truth is that people have been treated unfairly since ancient times and there is a traumatic history of such injustices to restrict access to knowledge. Throughout history, knowledge has been seen as a right only afforded to a select few, and has been used to oppress and harm those without access. The majority of people were purposely denied knowledge, resulting in far-reaching negative consequences.

Where the world has not been broken up into fragments

By narrow domestic walls;

Moving on, the poet also alerts us to the dangers of selfishness and disagreements. These come from a restricted outlook and lack of generosity. It can only be kept at bay with the expansion of people's minds that will happen naturally when learning is unrestricted and knowledge can be claimed by all. Throughout his lifetime, Rabindranath Tagore was ardently against any type of boundaries, such as those of region, religion, sect, and intellect. He strongly believed that only knowledge, which is based on truth and wisdom, could assist us in releasing ourselves from prejudice and narrow-mindedness.

Where words come out from the depth of truth

Where tireless striving stretches its arms towards perfection

From here, there is a change in direction in the thought of the poet. Before that, the lines revolve around attributes that are external, like those in the public domain. But now there is an interrogation of our inner lives, moving towards what takes place inside us as people. The poet lays out a path that would need lifetime commitment, but is essential in shaping nations and human civilisation.

Words are plain when they are just used for communication and conducting business, but they become special and divine when they surpass these boundaries to embody the truth of the mind and soul. As the poem implies, there is nothing mysterious or

supernatural about this understanding – the expression "the depth of truth" concerns our inner morals and ethics. The only time truth can come to life is when our use of words is prompted directly by our moral and spiritual righteousness. Tagore was of the opinion that truth can be found through our moral selves and in that pursuit lies the elusive 'perfection.'

INTEXT QUESTIONS 12.1

1. What is meant by "mind is without fear and head is held high". Tick the correct answer.

   (i) to be fearless and self respecting.

   (ii) to be proud of one's high position.

   (iii) to stand straight and be carefree.

2. The 'domestic walls' are usually associated with safety, comfort and love. Are these the feelings evoked by the phrase 'narrow domestic walls'? If not, choose the correct answer from the ones given below:

   (i) small houses which make us feel cramped.

   (ii) ideas which are petty and narrow-minded.

   (iii) a house divided into rooms by walls.

3. Why has the word 'tireless' been used to describe 'striving'?

4. What are we striving for?

12.2 SECTION II

Transliteration:

jetha tuccho acharer morubalu rashi
bicharer sroto poth fele nai grasi
pourushere kore ni shotodha , nitto jetha
tumi sorbo kormo chinta anonder neta ,
nijo hoste nirdoi aghat kori pito
Bharotere sei sorge koro jagorito

Translation:

Where the clear stream of reason has not lost its way

Into the **dreary** desert sand of dead habit

Where the mind is led forward by **thee**

Into ever-widening thought and action

Into that heaven of freedom, my Father, let my country awake.

Fig 12.1

LET US UNDERSTAND 12.2

Where the clear stream of reason has not lost its way

Into the dreary desert sand of dead habit

The poet, next, cleverly uses metaphors to symbolise reason and habit. He explicitly depicts reason as a "clear stream" that is pure and pristine. Through the use of these words, he encourages people to keep their thoughts clear, honourable, truthful, and devoid of any form of corruption. The expression "dreary desert sand of dead habit" also alludes to societal vices, including senseless traditions and superstitious beliefs that have no rational justification. The poet strongly desires the stream of human reason to not stray into the desert of human biases and prejudices. To put in straightforwardly,

Notes

- **Dreary:** dull
- **Thee:** 'you' in old English

people's thought processes should be governed by rational thinking, not by superstition; logic should take precedence over outdated, baseless conventions. Thereby, Tagore deems reason to be that beacon of light which can banish the darkness of superstition, tradition, unquestioned and mindless submission to bygone customs and beliefs.

Where the mind is led forward by thee

Into ever-widening thought and action

Evidently, these particular words are pivotal to the poem, encapsulating its core understanding and sagacity. Tagore perceives thought and action as being complementary – neither thoughtless action nor actionless thought have a role in the nation he envisaged. As individuals as well as a nation, we can move towards ethical and divinely inspired action only through words and ideas that are grounded in and born out of truth. The poet implores his countrymen to be liberal, tolerant and open-minded. He seeks divine guidance for them to be able to think and act progressively. It is essential that they embrace change and accept fresh perspectives to stimulate intellectual and personal development. Every person in the country should be able to exercise their right to freedom of thought. If a person is striving to achieve perfection – searching for ethical truth within oneself and uniting thought and action in an ever-growing scope – the individual's duties and commitments become too hard to ignore. Tagore's emphasis on this element is critical, since only this can allow individuals and nations to move away from entrenched dogmas and institutions, mindless habits and customs – and the stagnation that results in intellectual and spiritual death.

Into that heaven of freedom, my Father, let my country awake.

Through the final few words of the poem, the poet appeals to God as 'Father' (Parampita Parameshvara), imploring Him to rouse his country into a "heaven of freedom" where all of the above-described conditions are fulfilled. Tagore pleads with the Almighty to exalt his country and his countrymen to a state where there is absolute freedom and liberty. The poet is praying for the inner awakening of his countrymen so that they can cast aside the yoke of servitude to the British colonisers, unshackle their minds and resolutely claim the long-denied emancipation. This would enable his countrymen to finally shake off the mantle of ignorance, biases, distrust and selfishness, to assert their true independent identity and experience the divine feeling of actual freedom.

INTEXT QUESTIONS 12.2

1. Why is reason compared with 'clear stream'?
2. Where has reason lost its way?
3. "Where the mind is led forward by thee..." Who is being referred to as 'thee'? What is the poet's purpose over here?
4. What does the poet mean by "heaven of freedom"? How can that be achieved?

APPRECIATION

- It is an eleven line poem without any stanza formation.
- The whole poem consists of only a single sentence.
- Tagore has written the poem in free verse having no rhyme scheme or metre.

DO YOU KNOW

- It was originally written in Bengali, most likely in 1900, and was titled "Prarthana" which translates to "Prayer" by Tagore himself.
- It came out in the book, *Naibedya* in 1901.
- In 1911, Tagore personally undertook the task of translating the Bengali poem into English and this translation featured in the form of poem number 35 in his Nobel Prize-winning anthology, *Gitanjali* (Song Offerings), published by the Indian Society, London, in 1912.

Fig. 12.2

- In 1913, Rabindranath Tagore was the first non-European to be honoured with the Nobel Prize in Literature for his work on *Gitanjali*.
- Gandhiji addressed Tagore 'Gurudev' and it is Tagore who addressed Gandhiji as 'Mahatma'.

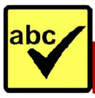
Notes

- In 1915 Tagore was granted Knighthood by King George V. However, in 1919, following the Jallianwalla Bagh massacre, he renounced his Knighthood.
- Not only did he compose the national anthems for India and Bangladesh, but he also motivated his Ceylonese scholar, Ananda Samarakoon, to write the national anthem of Sri Lanka.

LET'S TALK

There's a deeply idealistic tone to the poem. It paints a picture of an ideal society, one that may not yet exist but is worth striving for. Tagore's vision is aspirational, calling on people to imagine a better world and work towards making it a reality. Discuss with your friends.

LET'S LEARN



GRAMMAR

Active Voice and Passive Voice

Look at how the following sentences are structured and how the focus can shift between the doer of the action and the receiver of the action:

a) The cat chased the mouse.

b) The mouse was chased by the cat.

In the first sentence, the subject (the cat) performs the action (chased). The focus is on the subject who is the doer. This is written in the **Active Voice**.

On the contrary, in the second sentence, the focus is on the receiver of the action (the mouse). The doer of the action (the cat) may not be explicitly mentioned. This is written in the **Passive Voice**.

Hence, in an Active Voice, the subject performs the action expressed by the verb. It is straightforward and often more direct. The basic structure of the sentence would be:

[Subject + Verb + Object]

Example: The chef prepared a delicious meal.

Active voice often creates a more engaging and dynamic tone, making it suitable for narratives, persuasive writing, or any context where you want to draw the reader into the action. For example: She discovered the hidden treasure in the ancient chest.

It is preferred in situations where clarity and direct communication are essential, such as in instructional manuals or procedural documents. For instance, Press the button to start the machine.

In the case of the Passive Voice, the subject receives the action, and the doer of the action may be omitted or placed in a prepositional phrase. It can be useful when the focus is on the receiver of the action or when the doer is unknown or less important. The basic structure of the sentence would be:

[Object + "to be" verb + Past Participle + (by + Subject)]

Example: A delicious meal was prepared by the chef.

In formal or scientific writing, passive voice can lend an air of objectivity and detachment. It allows you to present information without necessarily identifying who is responsible for it and thus maintains a neutral tone. For example: The results of the experiment were analysed.

When the doer of the action is unknown or less important, passive voice can be a suitable choice. For instance, The documents were misplaced during the office move.

Next we will move to the steps to **change from Active to Passive voice.**

1. Identify the subject, verb, and object in the active sentence.
2. Move the object to the beginning.
3. Change the verb to its passive form.
4. Add the original subject (doer) after the verb with "by" if needed.

Now, let's take the following sets of examples to **change from Active to Passive voice and vice versa**:

Active: She bakes delicious cakes.
Passive: Delicious cakes are baked by her.

Active: She baked a delicious cake.
Passive: A delicious cake was baked by her.

Active: She will bake a delicious cake.
Passive: A delicious cake will be baked by her.

Active: She is baking a delicious cake.
Passive: A delicious cake is being baked by her.

Active: She was baking a delicious cake.
Passive: A delicious cake was being baked by her.

Active: She has baked a delicious cake.
Passive: A delicious cake has been baked by her.

Active: She had baked a delicious cake.
Passive: A delicious cake had been baked by her.

INTEXT QUESTIONS 12.3

1. Rewrite the following sentences in the passive voice:

   i. The students performed the experiment.

   ii. The waiter served the customers.

   iii. The gardener pruned the bushes.

   iv. The chef cooked the meal.

   v. The artist painted the portrait.

2. Rewrite the following sentences in the active voice:

   i. The decision was made by the committee.

   ii. The project was completed by the team members.

   iii. The rules were enforced by the authorities.

   iv. The problem was solved by the mathematician.

   v. The proposal was rejected by the board.

LITERARY DEVICES

Metaphor

We were introduced with Metaphor in Lesson 6. We will discuss it in detail here.

This is a form of figurative language wherein a term or phrase is used to describe an object or an action, to which it is not actually applicable. For instance, in this poem, Tagore has identified 'reason' with "clear stream" and 'dead habit' or outdated customs with "dreary desert sand". Furthermore, "narrow domestic walls" signifies various barriers and divisions that hinder the sense of unity.

Like the 'simile' (see Lesson 11), a metaphor is also a comparison of two or more things. But in a simile the comparison is made by using link words 'like' or 'as,' whereas in a metaphor, these words – 'like' and 'as' are not used.

Notes

Can you see the difference in the two following examples:

i. Life is not a bed of roses (metaphor).

ii. Life is not as comfortable as a bed of roses (simile).

Alliteration

It is the recurrence of the same letter or sound at the start of adjoining or closely situated words. The repetition of sound gives the sequence of words a musical quality. We found it in Lesson 11 as well.

For instance, "**h**ead is **h**eld **h**igh," "**d**reary **d**esert sand of **d**ead habit" are examples of alliteration.

Symbolism

It is deployed as an effective literary device to enrich the perceptible meaning of a poem, and extend it to a more profound level.

For instance, "depths of truth," "heaven of freedom," etc. are examples of symbolism.

You may refer to Lesson 6 and Lesson 8 to have a comprehend idea on it.

Visual Imagery

Taking advantage of the visual aspects to most effectively form a mental image in the reader's mind, this tool uses properties like shape or form, colour, light, shadow and even configuration, to portray something, as we found in Lesson 6.

For instance, in this poem, "narrow domestic walls," "clear stream of reason," etc. are examples of visual imagery.

Notes

INTEXT QUESTIONS 12.4

1. Pick out metaphors and similes from the lines given below:

    i. 'But swift as dreams myself I found within the pilot's boat'.

    ii. 'The wind was a torrent of darkness/ the road was a ribbon of moonlight'

    iii. 'The ship went down like lead.'

    iv. 'I pass like night from land to land.'

2. Can you pick out two lines where letter and sound are repeated?

LET'S DO

Fill in the blanks using the Passive form of the verbs given in brackets.

1. How butter is made Cream _______ (churn) and milkfat ______ (collect). The remaining liquid is called butter milk. The milk fat _____ (whip) and the water in it, if any ______ (throw) away. A pinch of salt ______ (add) to the ball of whipped fat and ______ (keep) in a butter dish.

2. How an electric iron is repaired To replace the heating element of an iron, the handle along with the top cover _____ (remove). In modern automatic irons, these are often removable in one piece, but in other designs two nuts secure the handle and when these _____ (remove), the handle can be removed. Then the cover ____ (withdraw) and the iron weight _____ (disclose), which can be raised to find the heating element. The heating element ______ (contain) between two layers of a mica sheet.

LET'S WRITE

Note-making is an important skill which can help us in many ways. We do not and cannot remember everything. Do you remember word for word every lesson that you read? It is impossible to do so. Notes help you to store important information.

What is note-making?

Note-making is a brief presentation of the main ideas and supporting ideas of a text in a point form. You must be careful that the notes you make are easy to understand. The notes you cannot understand yourself after a few months are not good notes.

Notes

How to make notes?

- Read the whole passage once to get the central idea.
- Read the passage again once or twice to underline the main idea/ideas.
- Select the points related to the main idea.

Points to Remember

- Correct understanding of the text is essential.
- Notes must be brief.
- Notes are made in a point form. These should not be complete sentences.
- The main idea and the related ideas are numbered as main points and subpoints.
- Recognizable abbreviations and symbols are used wherever necessary. For example: 'govt.' for the government. Don't use abbreviations that may create confusion.
- Points are arranged in a logical order.
- Ornamental words and phrases are dropped.
- Examples and quotations are dropped.
- A suitable title is given.
- Key to abbreviations is given.

Example 1:

In the nineteenth century Charles Dickens, the English novelist, wrote excitedly of a stage-coach, pulled along by a team of horses, that could cover more than twenty miles in an hour. To us in the twentieth century, when man is able to move and to communicate with such rapidity, the speed of the stage-coach seems no speed at all. Aeroplanes fly many hundred of miles in an hour; express trains achieve four times the speed of the stage; and even without moving we can by wireless telegraph, communicate within seconds with people on the other side of the globe.

The advantages of these increased speeds are numerous. Businessmen travelling, say from Europe to America or to the Far East, can save much time for a journey that would once have taken weeks, takes now, by air, less than 12 hours. Fruits, vegetables and other goods that would decay on a long, slow journey can now be safely sent to

Notes

far distant places. Members of one family separated from each other by vast distances can have conversations with each other by telephone as easily as if they were all sitting in the same room.

Not all the effects of speed, however, are beneficial. People who are in the habit of using a motor-car whenever they want to move half a mile become physically lazy and lose the power of enjoying a vigorous walk. Those who travel through a country at the speed of light do not see much of the life of that country, of its people and animals and plants as they flash past. They become so anxious about moving quickly from one place to another that they are no longer able to relax and enjoy a leisurely journey. Men are made restless by speedy travel, the pace of their whole way of living is increased.

We can notice that the passage is about rapid means of transport and communication in the 20th century.

The important idea in the 1st paragraph is:

In the 20th century, human beings are able to move and communicate fast with such means as aeroplanes, express trains and wireless.

The second paragraph lists the advantages of speed which are as follows:

1. Businessmen travelling from one place to another can save time because journey time is less.

2. Fruits, vegetables and other goods that would decay on a slow journey can be safely sent to distant places.

3. Members of one family separated by distance can talk on the telephone.

The 3rd paragraph says that there are some disadvantages of speed. These are:

1. People habitual of riding in a motor-car become lazy and lose the habit of vigorous walking.

2. People travelling at a high speed through a country cannot enjoy the countryside as they flash past.

3. People, in their anxiety to move fast, cannot relax and enjoy a leisurely journey.

4. People become restless.

5. The pace of living has increased.

Now that we have identified the important ideas in the passage we'll write them in a sequence and in point form. We'll use abbreviations and symbols, wherever possible. We'll make short and brief points. We'll also give our notes a title.

Title:- Fast means of transport and communication

1. Fast means of transport & communicat'n e.g. aeroplane, express trains, wireless, telegraph in 20th cen.

2. Advantages of fast transport & communicat'n

   (i) Saves time.

   (ii) Transport perishable goods safely.

   (iii) Ensures fast and easy communication.

3. Disadvantages of fast transport

   (i) Makes people lazy.

   (ii) Prevents them from enjoying the countryside as they flash past.

   (iii) Makes them restless because of their anxiety to move fast.

   (iv) Increases pace of living.

Given below are some passages. Try to make notes of the passages.

1. Noise can cause widespread damage to the human body. Environmental noise affects the nervous system in a number of ways. Temporary deafness can be caused by brief exposure to intense noise. Excessive noise exposure can result in headaches, fatigue, dizziness, high blood pressure and tense muscles. Congenital defects can be caused in an unborn child by intense and sustained noise as experienced by female construction workers. Noise is measured in decibels (DB) and psychological research has proved that 90 DB can cause deafness and 140 DB madness.

2. Obesity-linked diabetes is for the first time being reported in children and adolescents in the UK and many other countries. A 1986 landmark study of obesity and television viewing found a clear association between the number of hours of television a child watched and the risk of that child becoming obese or overweight. In 12 to 17-year-olds, the prevalence of obesity increased by two per cent for every hour of weekly television time. A more recent study found

Notes

that, while eight per cent of children watching one hour or less of television a day were obese, 18 percent of children watching four or more hours were obese. The more television children watch, the more they eat. (By comparison even reading is a workout, at least in studies that have been done with obese children, perhaps because it engages their minds a bit more emphatically). Television viewing prompts children to consume food while they consume less energy, an ideal recipe for obesity. Marketing soft, sweet and salty foods on television is good business, and children are the most vulnerable targets. Childhood obesity rates are highest in countries where advertising on children's television programmes is least regulated – in Australia, the US and England. Sweden and Norway maintain a virtual ban on advertising to children, and have consistently low levels of childhood obesity. Ireland, Belgium, Italy and Denmark pose restrictions on children's advertising, and are pressing the other states of the European Union to do the same.

WHAT HAVE YOU LEARNT

- Tagore emphasises the importance of reason and knowledge. He envisions a society where people's minds are guided by reason, where the pursuit of knowledge is valued and encouraged.
- The poem expresses a desire for a nation to awaken to a higher consciousness. This involves breaking away from ignorance and embracing enlightenment through education and awareness.
- The poet emphasises the dignity of the individual. He envisions a society where every person is treated with respect, and there is no discrimination based on birth or social status.
- He envisions a society that is not bound by the shackles of the past but is forward-looking, embracing progress and positive change.
- The poem suggests a desire for a society where individuals can express their thoughts without the constraint of fear.
- Tagore envisions a world where there are no divisions based on narrow-mindedness, caste, or creed. He calls for breaking down the barriers that divide people and hinder societal progress.

TERMINAL QUESTIONS

1. How does the poet describe 'heaven of freedom'?
2. What does the poet mean by "where knowledge is free"?
3. Who does the poet address as 'thee' and my father?
4. What does the poet describe as 'ever widening thought and action'?
5. Why does the poet end the poem with the verb 'awake'? What is its significance?

ANSWERS TO INTEXT QUESTIONS

12.1

1. (i) to be fearless and self respecting
2. (ii) ideas which are petty and narrow-minded
3. Perfection is not an absolute end point. It is something towards which we work incessantly but never achieve completely. Hence, the 'striving' to try to reach it is a continuous process, in which one cannot afford to get tired.
4. We are striving for the perfection of our inner beings to realise our true selves, which is an essential prerequisite in shaping our destinies and claiming independence and liberation.

12.2

1. Clarity of logical thought is compared with a clear stream.
2. Reason has lost its way in our mindless adherence to outdated customs, superstitious beliefs and cultural dogmas, which the poet metamorphoses as "the dreary desert sand of dead habit."
3. The poet is referring to the Almighty as "thee."

   He seeks divine guidance for his countrymen to be able to think and act progressively. Tagore perceives thought and action as being complementary – neither thoughtless action nor actionless thought have a role in the nation he envisaged. Only this can allow individuals and a nation to move away from entrenched dogmas and institutions, mindless habits and customs – and the stagnation that results in intellectual and spiritual death.
4. "Heaven of freedom" is a reference to that future state of India gaining independence, having broken out from the shackles of her colonial

Notes

oppressors, where there is absolute freedom, dignity, the right to decide on our own fate and individual liberty. It is this state that the poet compares to the divine bliss and magnificence of being in "heaven."

It can be achieved by ensuring all of the conditions mentioned by the poet, like getting rid of discriminatory practices and doing away with divisive social hierarchies, being guided by rational thinking and not being servile to outdated customs and ritualistic beliefs, etc.

12.3

1. i. The experiment was performed by the students.
   ii. The customers were served by the waiter.
   iii. The bushes were pruned by the gardener.
   iv. The meal was cooked by the chef.
   v. The portrait was painted by the artist.
2. i. The committee made the decision.
   ii. The team members completed the project.
   iii. The authorities enforced the rules.
   iv. The mathematician solved the problem.
   v. The board rejected the proposal.

12.4

1. i. "swift as dreams" - simile
   ii. "The wind was a torrent of darkness" - metaphor
   iii. "The ship went down like lead." - simile
   iv. "I pass like night from land to land." - simile
2. "**h**ead is **h**eld **h**igh,"
   "**d**reary **d**esert sand of **d**ead habit"

Let's Do

1. i) is churned ii) is collected iii) is whipped
   iv) is thrown v) is added vi) is kept
2. i) is removed ii) are removed iii) is withdrawn
   iv) is disclosed v) is contained

13

IF

Every parent wishes the best for his/her child. As they are the first teachers in every child's life, parents teach their children about the ways of the world. They try to give them a matured outlook of life through whatever wisdom they have gained over the years, with the earnest hope that their child will gain something valuable from their words and lead a fruitful life of their own. What do you think a father would have to say to his child? Read the poem by **Rudyard Kipling** to get a father's perspective.

- **Make Allowance For**: To accept behaviour that you would not normally accept because you know why someone has behaved that way.

LEARNING OUTCOMES

After completing the lesson, the learners:

- Finds out novel ways of thinking to discover answers for query arising inside;
- Infers the genre of Didactic poems in the Indian English literature;
- Develops the habit of depending on present rather than groping over the past or unnecessary hankering after the future;
- Validates the guidance and wisdom imparted by the poet;

13.1 SECTION I

If you can keep your head when all about you
Are losing theirs and blaming it on you,

If you can trust yourself when all men doubt you,
But **make allowance for** their doubting too;

If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,

Notes

Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:

Fig. : 13.1

LET US UNDERSTAND 13.1

In times of crisis we often panic and may even try to put the blame on other people or face situations where other people shift their responsibilities on us.

In the first "if" scenario, the poet highlights the importance of staying calm even when those around us are not and are shifting their blame on us.

In the second "if" scenario, the poet emphasises self-trust as well as the ability to understand the thoughts and feelings of others, even if it means understanding that people will not always like or agree with you.

In today's fast paced world, we have been spoiled with the habit of seeking instant gratification. However, being patient in our lives is a virtue when it is called for and is a sign of maturity, as the poet mentions in the third "if" scenario. The poet further tells us that even if we are lied to, we should not stoop to the level of a liar. Even if we are hated, we must not become hateful and to not retaliate in the same form. Finally, We should not appear to be better than we actually are, nor should we talk in a manner that does not reflect who we are, instead we should stick to our true selves.

INTEXT QUESTIONS 13.1

1. "If you can keep your head when all about you / Are losing theirs and blaming it on you…" What does the poet mean by keeping or losing one's head?
2. What should you ideally do when others doubt your decision?
3. Why should we not try to look "too good" nor talk "too wise"?
4. How does the poem advice handling waiting and accusations of lying and hatred?
    a) Wait impatiently and respond with lies
    b) Be patient, avoid lying, and respond to hatred with hatred
    c) Ignore waiting, lie when necessary, and respond to hatred with kindness
    d) Wait patiently, avoid lying, and don't give in to hatred

13.2 SECTION II

If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim;
If you can meet with **Triumph** and Disaster
And treat those two **impostors** just the same;
If you can bear to hear the truth you've spoken
Twisted by **knaves** to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools:

LET US UNDERSTAND 13.2

We all love to daydream and think about our future. We love thinking about growing up and fulfilling our thoughts and dreams. In the second stanza, the poet speaks about dreams and thoughts. The poet asks us to dream but not to get so caught up in those dreams that we lose touch with our present reality; and as for thoughts, he asks us to think and actively work towards those thoughts rather than merely making those thoughts our aim.

Notes

- **Triumph**: Victory
- **Imposter**: One that assumes false identity or title for the purpose of deception.
- **Knave**: A dishonest man.

A victory or a loss, none lasts forever. We should treat both equally. Getting too carried away by success or too upset by failure is not the right way. The poet refers to both "Triumph" and "Disaster" as "Imposters" because they both deceitfully prevent us from looking at life from a broader perspective. A single failure or a single victory does not decide the end goal, they both are opportunities to learn.

As the poet mentions knaves twisting words and making traps for fools. Often our words can be taken out of context or can be twisted by dishonest, unscrupulous people for their own personal benefit or simply for causing us harm.

There are times when we see all our hard work, our dreams, into which we have invested a lifetime of time and effort, meeting with failure. It is natural in such a situation for anybody to get overwhelmed. "Worn Out Tools" refers to the state of a person's mind which is perhaps overwhelmed by the sense of failure, but still has the spirit of getting back up against the odds to overcome the situation. Learning to pick ourselves up even after the hardest of falls is a courageous and commendable act which one learns by facing hardships along the way.

INTEXT QUESTIONS 13.2

1. What is the meaning of the word "Imposter"? Why is it used to describe "Triumph" and "Disaster"?
2. What should we do in the face of failure according to the poet?
3. What does the poet mean when he says " -and not make Dream your master"?
4. Building things with Worn-out tools means-
   a) Using blunt, old tools for construction.
   b) Giving your everything despite failing before.
   c) Finding a middle way out in the face of conflict.
   d) Helplessly trying to fix things which cannot be fixed.

13.3 SECTION III

If you can make one heap of all your winnings
And risk it on one turn of **pitch-and-toss**,

Notes

- **Pitch-and-Toss**: A game in which the player who pitches coins nearest to a mark has first chance at tossing up all the coins played and winning those that fall heads up.

Notes

And lose, and start again at your beginnings
And never breathe a word about your loss;

If you can force your heart and nerve and sinew
To serve your turn long after they are gone,

And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'

Fig. : 13.2

LET US UNDERSTAND 13.3

According to the poet, an ideal man is one who can put all of his life's achievements at risk while aiming towards bigger goals. There are times in life when we have a choice to take risks. Sometimes taking those risks cost us everything we have earned so far. In such situations we should not spend time lamenting over the losses we have faced, rather we should prepare ourselves to start again from the very beginning and to spend our energy into getting back on our feet.

At moments of despair, "Will" is a very powerful force. It can make us endure that which we ourselves cannot imagine. If we have the willpower to endure, we can "Hold

On" in the direst of times, all our intellect, emotions and our body (Nerve, Heart and Sinew) will serve us even when everything seems to be going against us.

INTEXT QUESTIONS 13.3

1. What do the words Heart, Sinew and Nerve mean?
2. Should we actually risk all our winnings in a game of Pitch-and- Toss, Or is it a metaphor?
3. Why should we never *"breathe a word"* about our loss?
4. Which of the following best describes "Will"?
   a) The spirit of never giving up against odds.
   b) The optimism kept in times of despair.
   c) The rage felt when we feel wronged.
   d) The emotion which makes us avoid all danger.

13.4 SECTION IV

If you can talk with crowds and keep your virtue,
Or walk with Kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men **count with** you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man, my son!

Notes

- **Count with**: To support a person

Fig. : 13.3

Notes

LET US UNDERSTAND 13. 4

If we ever find ourselves in a position of authority we should not lose touch with the people under our authority, we should remain humble and kind with them and should not become arrogant and inconsiderate. At the same time we should not get influenced by them in a wrong manner.

On the other hand, if we are interacting with people in powerful positions, we should not pretend to be who we are not in order to impress or gain favours, and we should not forget our own roots. We should be able to live with both commoners and kings but not lose the idea of ourselves as individuals.

In the third line the "if" deals with vulnerability, we all have vulnerabilities and when a person is vulnerable he can be hurt. Foes can exploit our weaknesses and well-meaning

Notes

friends themselves can inadvertently become our weakness as well, therefore we should always assess our vulnerabilities from both ends.

The fourth line deals with the aspect of supporters. It is obviously good if every person supports us but everything is bad in excess. Blind support is not a good thing because we should always be answerable to people. There should be people there to criticise us. Otherwise, there will be nobody to stop us from doing things that we should be stopped from doing.

There is a common phrase which goes "Make every second count!". The meaning of it is simple. It says that time is unforgiving as lost time can never be recovered. Time waits for nobody. Therefore, we need to do as much as possible in the limited time we have. Time is the same for everyone. It is only the actions of individuals, the "distance" they "run" in the same time as others, which will distinguish them.

The final lines of the poem finally reveal the significance of the "Ifs" we had read so far, Rudyard Kipling concludes by saying the world is ours to take meaning that we can achieve any goal we set our minds to and no goal is too high. We can conquer the entire world if we wish so. The poem ends with the note that if we can fulfil every "if" in the poem, we will evolve from a child to a mature and capable individual.

INTEXT QUESTIONS 13.4

1. In what manner should we talk to the crowd and with Kings?
2. How can our friends harm us?
3. Why should a person not have people who "count with" them too much?
4. What is the meaning of "filling" a "minute"

APPRECIATION

Rhyme Scheme

A rhyme scheme is a pattern of rhymes at the end of each line of a poem or song.

This poem follows the AAABCDCD rhyme scheme in the first stanza. In the other three stanzas, it follows an alternating rhyme, A rhyme scheme where consecutive lines rhyme, i.e. ABABCDCD.

Stanza

A stanza is a poetic form of some lines. There are four stanzas in this poem. Each stanza comprises eight verses, known as an octave.

Didactic poem

A didactic poem is a type of poem that aims to instruct or teach a moral, philosophical, or practical lesson.

The speaker in the poem "If" is teaching his son on what to do and not to do to attain or succeed to the earth. It is a lesson about what is significant in life. Therefore, the poem is a type of didactic poem that teaches how to be an ideal human being.

Examples of other dramactic monologues:

- "The Divine Comedy" by Dante Alighieri, which explores themes of morality, spirituality, and the consequences of human actions.
- "To a Mouse" by Robert Burns, which reflects on the unpredictability of life and the importance of humility and empathy.

Monologue

In a dramatic monologue, a single character addresses a silent listener, sharing own thoughts, feelings, and experiences. "If—" doesn't exactly follow all the rules of a dramatic monologue, but it's similar because it has one speaker giving advice to someone else, as if they're having a conversation.

Examples of other didactic poems:

- Robert Frost's"The Pauper Witch of Grafton"
- Robert Browning's "My Last Duchess"

LET'S DO

1. Create a list of virtues and qualities based on what you have identified in the poem.
2. Exchange dialogue on a given situation in a role play.

Notes

LET'S LEARN

GRAMMAR

Direct-Indirect Speech (Interrogative Sentences)

In lesson 11, we learnt about Direct and Indirect speech and some rules to convert them into statement sentences. In this lesson we will proceed with the interchanging of Direct and Indirect speech in interrogative sentences.

Example 1:

Direct Speech: She said to me,"Are you coming to the party?"

Indirect Speech: She asked me if I was coming to the party.

Example 2:

Direct Speech: He said to me,"What is your name?"

Indirect Speech: He asked me what my name was.

Interrogative sentences seek information and can be either yes/no questions or wh-questions. Converting interrogative sentences from direct to indirect speech requires careful consideration of question words, verb changes, and the overall structure.

Let's have a look at the conversion rules for interrogative sentences:

I. Introduce an appropriate reported verb such as asked, inquired, wondered, etc.

   a) She said to me,"Did you finish your homework?"
      She asked me if I had finished my homework.

   b) He said, "When did you go there?"
      He inquired when I had gone there.

   c) Santha Ram said to me, "Where did you put my keys?"
      Santha Ram wondered where I had put his keys.

II. In wh-questions, use question words (who, what, where, when, why, how) after the reported verb instead of 'that'. Then change the word order and replace the question mark with a period or full stop. For ex.,

He said,"Where is the nearest bookstore?"
He asked where the nearest bookstore was.

III. In yes/no questions, add 'if' after the reported verb and then change the word order and replace the question mark with a period or full stop.

a) She said,"Did they arrive on time?"
   She asked if they had arrived on time.

b) "Could you give me a ride to the airport?" he asked.
   He wondered if I could give him a ride to the airport.

IV. Adjust pronouns based on the context of the reporting sentence.

Direct: She said to me,"Will you help me?"
Indirect: She asked me if I would help her.

INTEXT QUESTIONS 13.5

1. Change the following questions into indirect speech:

i. He said to me, "Are you going home?"

ii. He said, "Did you see my brother yesterday?"

iii. He asked me, "Which bus stops here?"

iv. My friend said, "What is your brother doing these days?"

v. My brother said, "Does Ram know my address?"

2. Match the questions in direct speech with the reported speech in Column B.

Column A	Column B
i. What is your name? comfortable	a) He asked whether I had a journey.
ii. Where do you live?	b) He asked me how long I would stay here.
iii. Could you tell me your date of birth?	c) He asked me what my name is.

iv. How long will you stay here? date	d) He wondered if I could tell him my of birth.
v. Did you have a comfortable journey?	e) He asked me where I lived.

Notes

LITERARY DEVICES

Anaphora

It is a figure of speech in which a word or phrase is repeated at the beginning of the verses.

The poem "If" shows the use of "If you can" as an anaphora.

Alliteration

Alliteration is the repetition of consonant sounds in the same line in quick succession, as we found in Lesson 11 and lesson 12. Let's see the following verses from this poem as instance of alliteration:

- "treat these two"
- "With sixty seconds' worth of distance run."

Assonance

Assonance is the repetition of vowel sounds in the same line.

For example, the sound of /o/ in "And yet d**o**n't l**oo**k t**oo** g**oo**d, n**o**r talk t**oo** wise."

Irony

Irony refers to the contradictory meanings of the words used in different contexts, as we have seen in Lesson 3, Lesson 8 and Lesson 11.

In this poem Kipling has used irony, such as,

"If you can wait and not be tired by waiting."

This verse shows that the advice of the poet is about not being tired by waiting though it is quite tiring, as given in this verse

INTEXT QUESTIONS 13.6

Read the poem and identify the literary devices used in this poem.

Notes

DO NOT GO GENTLE INTO THAT GOOD NIGHT

by Dylan Thomas

Do not go gentle into that good night,
Old age should burn and rave at close of day;
Rage, rage against the dying of the light.

Though wise men at their end know dark is right,
Because their words had forked no lightning they
Do not go gentle into that good night.

Good men, the last wave by, crying how bright
Their frail deeds might have danced in a green bay,
Rage, rage against the dying of the light.

Wild men who caught and sang the sun in flight,
And learn, too late, they grieved it on its way,
Do not go gentle into that good night.

Grave men, near death, who see with blinding sight
Blind eyes could blaze like meteors and be gay,
Rage, rage against the dying of the light.

And you, my father, there on the sad height,
Curse, bless, me now with your fierce tears, I pray.
Do not go gentle into that good night.
Rage, rage against the dying of the light.

LET'S TALK

1. Gambling is also a form of risk taking, yet it is known to be a vice and is looked down upon. What do you think the poet was referring to when he mentioned *"risk it on one turn of pitch-and-toss"* ?

2. After going through the poem, has your outlook towards failure changed?

3. Suppose you are the class monitor, your best friend is making a ruckus in the classroom. What stanza of the poem will you relate to and how will it affect your action in this case?

4. Do you ever feel bored with a lot of time in one instance and running short of time in another? How should you ideally utilise time?

Notes

LET'S WRITE

All of us keep having some experience or the other everyday. But how can one define an experience? We can perhaps say that an experience is an event that affects or influences one in some way.

In this lesson, you are going to learn about reporting or describing experiences.

The language that you will need to use for describing experiences will be in the following areas:

- Expressing the past :
  - reporting complete actions
  - describing complete actions
  - describing thoughts and feelings
  - using first 'I' in reporting personal experience
  - active voice
- Sequencing the past
  - using all forms of past tense
  - using linking as sequencing device

Read the following paragraph where R.K. Narayan, a very famous Indian writer of 'Malgudi Days' fame, describes his experience as a small child of watching a lamplighter lighting up the street lights. It describes a scene in Madras (now Chennai) in the early twentieth century.

It was exciting, one day, to be asked to go with my uncle to the street of shops. I clung to his arm and marched along. It was the evening hour. I noticed a man with his hand and shoulder stuck through a bamboo ladder, going from post to post lighting the street lamps. The lamp posts were few and far between hexagonal glass shades on top of cast iron pillars. The lamplighter was an old man wearing a khadi coat and a blue turban, equipped with a ladder, a box of matches, rags and a can of oil. He moved from pillar to pillar, unhurriedly. I was fascinated. I had never thought that there could be so much to do to light up the dark nights. Clinging to my uncle's fingers, I watched him. He went up his ladder, opened a little ventilator, took out the lamp, cleaned and wiped it with the rag, filled it with oil, lit up the wick and closed the shutter, climbed down, thrust his shoulder through the ladder again and passed on to the next one. I had numerous questions welling up within me, all sorts of things I wished to know

about the man- his name, where he came from, if he slept wearing the ladder, what he ate and so forth but before I could phrase them properly, I had to be moving along with my questions unuttered.

Now let's analyse this passage.

i. The writer uses past tense throughout.

ii. There is description of

  a) The street lamp (description of an object)

  b) The lamp lighter (description of a person)

  c) How he lighted the lamps (description of a process where sequences of action is important)

iii. The writer expresses his thoughts and feelings about the experience.

The expressions 'it was exciting………..?', 'I was fascinated' convey his feelings. A lot of thought, in the form of questions comes to his mind on watching the lamplighter light the lamp. There is a feeling of disappointment expressed when he says 'I had to be moving along with my questions unuttered.'

Now, describe in about 150 words your pleasant childhood experiences.

1. The day I was declared the best student of my class.
2. The most exciting family gathering in my grandmother's village.
3. On my fourteenth birthday. (Need not be true)

? DO YOU KNOW

- This poem is written as a tribute to Leander Starr Jameson, a British politician.
- It was first published in "Brother Square Toes," a chapter of his historical fantasy book *Rewards and Fairies* in 1910.
- The title of the autobiography of Rudyard Kipling is *Something of Myself*. It was published in 1937.
- Rudyard Kipling was awarded a Nobel Prize for Literature in 1907.

Notes

WHAT HAVE YOU LEARNT

- The importance of staying calm and collected in challenging situations like when others are panicking or blaming us.
- Believing in your abilities and decisions is vital.
- It encourages the virtue of waiting patiently, enduring falsehoods, and not succumbing to hatred.
- There should be a balance between ambition and practicality.
- The poem teaches resilience in the face of both triumph and disaster.
- It emphasises honesty and determination.
- Being able to withstand both praise and criticism without being overly affected is highlighted.

TERMINAL QUESTIONS

1. What is the significance of trusting oneself while acknowledging others' doubts?
2. What is the message about dreams and thoughts in the poem?
3. What does the poem say about handling criticism and setbacks?
4. What does it mean to "risk it on one turn of pitch-and-toss" in the poem?
5. How does the poem emphasise perseverance and determination?
6. What qualities does the poem suggest for interacting with both crowds and influential individuals?
7. What is the ultimate reward mentioned in the poem, and how is it described?

ANSWERS TO INTEXT QUESTIONS

13.1

1. "Keeping your head" in the poem means maintaining composure and staying calm in the face of chaos or adversity, while "losing one's head" implies succumbing to panic, confusion, or irrational behaviour.
2. When others doubt your decision, ideally, you should "trust yourself" and

have confidence in your choices. However, you should also "make allowance for their doubting too," which means being open to considering their perspectives and, if necessary, explaining or defending your decisions.

3. The poem advises against looking "too good" or talking "too wise" because it's a reminder to remain humble and not appear arrogant or self-righteous. It encourages modesty and simplicity in one's demeanour.

4. d) Wait patiently, avoid lying, and don't give in to hatred

13.2

1. The word "impostor" refers to someone or something that deceives or misrepresents itself, often pretending to be something it's not.

   In the poem, "Triumph" and "Disaster" are described as "impostors" because they can both be misleading. Triumph can make one overconfident, while Disaster can be demoralising. The poet advises treating them both the same, not getting carried away by either extreme.

2. In the face of failure, the poet advises starting again with determination and without complaining about the loss. The key message is to exhibit resilience and the ability to bounce back after setbacks.

3. When the poet says, "-and not make Dream your master," he means that one should not let their dreams or ambitions completely control and dictate their life. It's important to pursue dreams but not to the extent that they become an obsession or hinder practicality and balance in life.

4. d) Helplessly trying to fix things which cannot be fixed

13.3

1. In the context of the poem, the words "Heart," "Sinew," and "Nerve" represent the core elements of a person's inner strength and determination. They symbolise the physical and emotional fortitude needed to persevere in difficult circumstances.

2. The idea of risking all your winnings in a game of Pitch-and-Toss is a metaphor. It's not meant to be taken literally but rather symbolises the concept of taking significant risks or chances in life. The poet is encouraging the willingness to risk everything in the pursuit of a goal or in the face of adversity.

3. We should never "breathe a word" about our loss because the poem emphasises maintaining composure, resilience, and not seeking sympathy or attention for our failures. It encourages a quiet, determined resolve to

Notes

start again after a loss.

4. a) The spirit of never giving up against odds

13.4

1. The poem suggests that when talking to both crowds and Kings, one should do so in a way that maintains their virtue and common touch. This means treating everyone with respect and not letting social status or power change how you interact with people.
2. Friends can harm us by either becoming overly critical, overly dependent, or by exploiting our trust. When they "hurt" us, it typically means that they may let us down or disappoint us in some way.
3. The poet advises against having people who "count with" us too much because it's a warning against becoming overly dependent on others or overly influenced by their opinions. Relying too heavily on anyone can compromise one's independence and decision-making.
4. "Filling a minute" means making the most of each moment by using your time effectively and purposefully. It's about not wasting time but rather utilising every second to accomplish something worthwhile.

13.5

1. i. He asked me whether I was going home.

   ii. He asked whether I/he saw his brother the previous day.

   iii. He asked me which bus stopped there.

   iv. My friend asked what my brother was doing those days.

   v. My brother asked whether Ram knew his address.

2. (i) c (ii) e (iii) d (iv) b (v) a

13.6

Anaphora: repetition of the phrase "Do not go gentle into that good night" at the beginning of several stanzas

Alliteration: "burn and rave," "frail deeds," and "Blind eyes."

Assonance: "Blind eyes could blaze like meteors and be gay."

Irony: The irony lies in the juxtaposition of the imperative command "do not go gentle" with the inevitability of death. The speaker urges resistance against death, although death is portrayed as an unavoidable and natural part of life.

14

IN THE BAZAARS OF HYDERABAD

In this poem **Sarojini Naidu** has created a beautiful picture of Hyderabad's lifestyle and its bazaars where people from different backgrounds gather to sell and buy the goods. In this poetic masterpiece, Naidu encapsulates the essence and spirit of the bustling markets of Hyderabad, transporting us to a realm of vivid colors, bustling crowds, and the rhythmic pulse of commerce.

"In the Bazaars of Hyderabad" is not merely a descriptive portrayal of a marketplace; it is a celebration of the dynamic tapestry of life found within its lanes and alleys. Through Naidu's eloquent verses, we are invited to explore the myriad sights, sounds, and aromas that characterise these bustling centers of trade and culture.

As we embark on our journey through Naidu's poetic rendition, we will uncover the layers of meaning woven into each stanza, unraveling the intricate dance of commerce, tradition, and human interaction. From the fragrant spice stalls to the shimmering silk emporiums, every corner of the bazaar pulsates with its own unique energy, beckoning us to immerse ourselves in its enchanting allure.

LEARNING OUTCOMES

After studying this lesson, the learner:

- Describes a market-setting in 20th C India;
- Interpretes English words for Indian concepts;
- Analyses poetry in the form of conversation;
- Explains the tension between modernization and tradition employed in this poem.

Notes

- **Ye:** 'You' in archaic English
- **Wares:** things sold by a merchant usually in the street or in a market
- **Tunic:** a loose-fitting shirt that reaches to the waist or knees, and often has no sleeves
- **Panels:** a flat section in the shape of a rectangle that is part of or fits into something larger. (here; the frame of the mirror).

14.1 SECTION I

What do you sell O **ye** merchants?
Richly your **wares** are displayed.
Turbans of crimson and silver,
Tunics of purple brocade,
Mirrors with **panels** of amber,
Daggers with handles of jade.

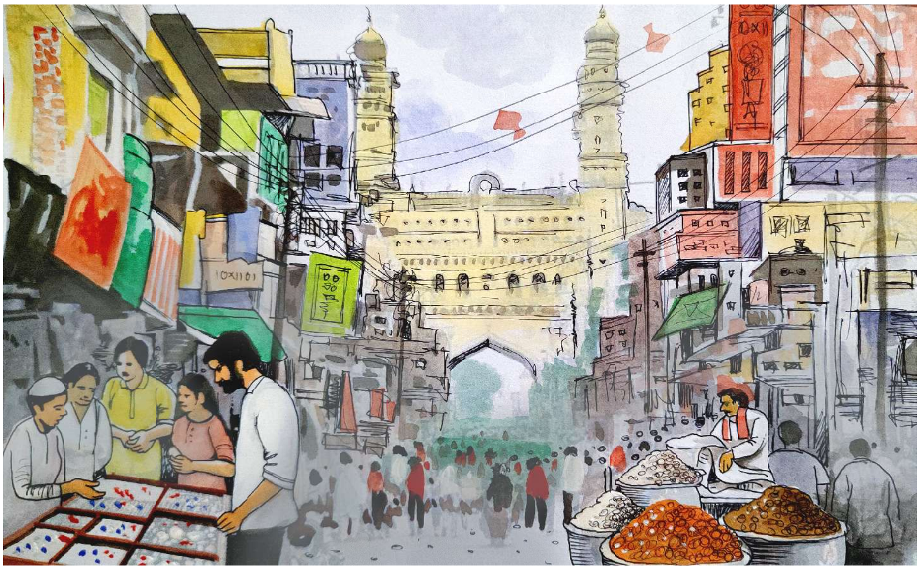


Fig 14.1

LET US UNDERSTAND 14.1

The poem opens with a common and familiar scene – a conversation between a seller and the speaker, a buyer. It is a typical moment found in any bustling Indian market. The buyer approaches the vendors with a simple question: "What are you selling?" Their response paints a vivid picture of the market's offerings: deep red and silver turbans, rich purple brocade tunics, mirrors adorned with frames made of amber, and daggers with handles carved from jade, a striking green gemstone. The speaker's inquiry and the vendors' responses serve as the starting point for the poetic exploration of the bazaar and its diverse offerings. The poet appeals to the reader's visual sense by displaying rich colours in fabric and design and bright gemstones.

INTEXT QUESTIONS 14.1

1. Where are the merchants? What are they doing?
2. Who addresses the merchants?
3. What do the merchants display? Why does the poet use the words 'richly displayed'?
4. What kind of cloth is brocade?
5. Explain *Mirrors with panels of amber.*
6. What kind of people are likely to buy *Tunics of purple brocade, Mirrors with panels of amber, Daggers with handles of jade?*

14.2 SECTION II

What do you weigh, O ye **vendors**?
Saffron and lentil and rice.
What do you grind, O ye maidens?
Sandalwood, henna, and spice.
What do you call, O ye **peddlers**?
Chessmen and ivory dice.

Fig 14.2

Notes

- **Vendors** – a person who sells food or goods on the street
- **Peddler** — a person who goes from house to house to sell small goods

Notes

- **Wristlet:** a bracelet or a a band encircling the wrist
- **Frail:** delicate

LET US UNDERSTAND 14.2

The dialogue continues as the buyer moves from one vendor to another, fully engaged in observing and exploring the busy marketplace. In this stanza, each encounter with the vendors, maidens, and peddlers further immerses the reader in the vibrant atmosphere of the market. The poet first inquires about what the vendors are weighing for sale, and they reply that they are weighing saffron, lentils, and rice. Next, the speaker turns her attention to the maidens (young girls) and inquires what they are grinding. They reply that they are grinding sandalwood, henna, and an array of spices into a fine powder. Finally, the speaker addresses the peddlers and asks them what they are hawking. In doing so, she underscores the contrast between the ornate and intricate chess pieces and the dice crafted from ivory. This contrast highlights the market's diverse offerings, suggesting that even among everyday items, there are unique and fascinating goods being sold. The peddlers reveal that their trade involves selling chessmen and ivory dice specifically intended for the game of chess and a board game.

INTEXT QUESTIONS 14.2

1. How many people does the speaker address in this stanza?
2. Where are the maidens? What do they grind?
3. Who are referred to as vendors in the poem?
4. Why do the maidens grind sandalwood henna and spice?
5. Who are peddlers? How are they different from vendors?
6. What do the wares sold by the peddlers – 'chessmen and ivory dice' – suggest about Indian society?

14.3 SECTION III

What do you make ye goldsmiths?

Wristlet and anklet and ring,

Bells for the feet of blue pigeons

Frail as a dragon-fly's wing,

Girdles of gold for dancers,

Scabbards of gold for the king.

LET US UNDERSTAND 14.3

The speaker continues on her journey through the market, now approaching the goldsmiths to inquire about their craft. She discovers that they are fashioning exquisite ornaments such as wristlets, anklets, and rings. Additionally, they create delicate bells designed to be tied to the feet of blue pigeons. These bells are as light and delicate as the wings of a dragonfly. The goldsmiths also craft waist belts in gold worn by dancers. They also produce golden sheaths or covers for swords which are intended for the king.

With each revelation, the poet appeals not only to the visual sense of the reader but also to the auditory one, as she introduces a medley of sounds from bells and the golden girdles that grace the dancers' waists. She skilfully contrasts the tactile sensation of the sword sheaths with the fragile wings of a dragonfly. Thus the poet engages one sense after another.

INTEXT QUESTIONS 14.3

1. What do the goldsmith make for women?
2. What is a wristlet?
3. What do goldsmiths make for pigeons?
4. What do you think of people who buy gold ornaments for their pets?
5. What do goldsmiths make for the dancers?
6. What do the goldsmiths make for the king?

14.4 SECTION IV

What do you **cry**, O ye fruit men?

Citron, pomegranate, and plum.

What do you play, O musicians?

Notes

- **Girdle:** a waist belt
- **Cry:** call loudly
- **Citron:** a citrus fruit resembling a lemon but larger with little pulp and a very thick rind

Cithar, sarangi and drum.

What do you chant, O magicians?

Spells for **aeons** to come.

Fig 14.3

Notes

- **Aeons:** an immeasurably long period of time

LET US UNDERSTAND 14.4

In this stanza, the speaker asks the fruit sellers what they are selling. They reply they are selling citrons – a citrus fruit resembling a lemon but larger with little pulp and a very thick rind – pomegranates, and plums. She then asks the musicians what musical instruments they are playing. They inform her that they are playing the sitar, the sarangi, and the drum. She asks the magicians what spells they are casting. The magicians reply that they are casting spells that will last for aeons, or an immeasurably or indefinitely long period of time. Sarojini Naidu here creates a contrast. The magicians have spells which will last 'for aeons to come', in complete contrast to the fruit on sale, which presumably would soon perish in the heat.

The poet appeals to the sense of taste by introducing fruit sellers offering citron, pomegranate, and plum. The poet then appeals to the reader's auditory sense as musicians start to play the sitar, sarangi, and drums. The poet, then, guides the reader

Notes

into a surreal realm, introducing magicians who chant incantations and cast spells. This progression of sensory experiences and magical elements weaves a captivating narrative throughout the poem.

INTEXT QUESTIONS 14.4

1. The poet says, "What do you cry, O ye Fruit merchants." Why does the Poet say cry when she refers to the fruit men?

2. What are the fruit merchants selling?

3. What are the instruments played by the musicians in the bazaars of Hyderabad?

4. What does *Spells for aeons to come* mean?

5. Which of the following musical instruments is a *sarangi*?

(i)

(ii)

(iii)

(iv)

a) Option (i)

b) Option (ii)

c) Option (iii)

d) Option (iv)

6. Name the instrument.

Notes

- **Tassels:** a bunch of short threads or ropes held together at one end, used as a hanging decoration on hats, curtains, furniture
- **Azure:** the blue colour of the clear sky.
- **Chaplets:** (here) a string of flowers
- **New-garnered:** (flowers) that have been gathered recently; fresh flowers

14.5 SECTION V

What do you weave, O ye flower-girls
With **tassels** of **azure** and red?
Crowns for the brow of a bridegroom,
Chaplets to garland his bed.
Sheets of white blossoms **new-garnered**
To perfume the sleep of the dead.

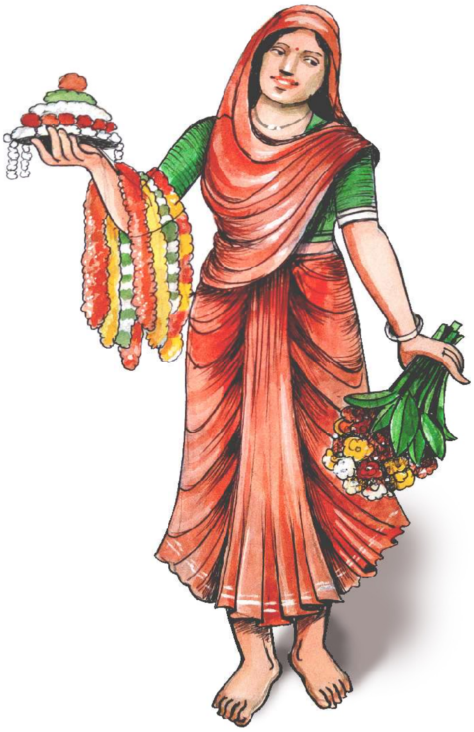


Fig 14.4

LET US UNDERSTAND 14.5

In the final stanza of the poem, the poet paints a vivid picture of a marketplace filled with a burst of colour and fragrance. Flower girls are busy weaving together deep blue and red tassels, creating decorations for the bridegroom's headgear, crowns for the

bridegroom's forehead, and garlands to adorn both the bridegroom and the bride on their wedding day. These flowers will also be used to make fragrant sheets for the newlyweds' bed on their wedding night. They are also preparing white flower sheets for use on a grave, symbolising a gesture of respect and remembrance for the deceased.

Sarojini Naidu beautifully represents an Indian market in her poem, offering readers a glimpse into the rich tapestry of Indian heritage. This poem also serves as a statement of protest against European products and a celebration of India's own indigenous goods. It emphasises the cultural and historical significance of local craftsmanship and traditions.

INTEXT QUESTIONS 14.5

1. What colour tassels are the flower girls weaving?
2. What do the flower girls weave for the bride groom?
3. What is meant by tassels of azure and red?
4. What is the wedding hair thing called?
5. What is the meaning of tassels?
   i) Fight
   ii) Coloured
   iii) a tuft of loosely hanging threads or cords knotted at one end
   iv) conflicting situation
6. What two contrasting (happy and sad) occasions are referred to in stanza 5?

APPRECIATION

Lyric poem

Modern lyric poetry is a structured form of verse that expresses personal emotions or feelings, narrated in the first person.

"In the Bazaars of Hyderabad" is indeed a lyric poem. It celebrates the life depicted in the bazaars of Hyderabad, the occupation of the common folk, their joys and sorrows of everyday life.

Notes

Dialogue Poem

The poem is in the form of dialogue. The poet asks questions to the merchants, and they answer in response. Through this technique Naidu makes the picture of the bazaar visible to the readers.

Rhyme scheme

The poem contains five stanzas of six lines each.

Each stanza follows an alternating rhyme where the second, fourth and sixth lines are rhyming. So, the general scheme is ABCBDB.

Yet, in the first and fourth stanza, the third and fifth lines are also rhyming. So there is a variation in the rhyming scheme in these two stanzas: ABCBCB.

? DO YOU KNOW

- Sarojini Naidu was born in Hyderabad on 13 February 1879.
- Naidu was a celebrated poet, playwright and Indian independence activist.
- She is known as the 'Nightingale of India'.
- She was the first woman to become the President of the Indian National Congress.
- Naidu was the first woman to become Governor of Uttar Pradesh.
- In 1914, she was elected a fellow of the Royal Society of Literature.
- Some of her poetry collections are *The Golden Threshold* (1905), *The Bird of Time* (1912), *The Sceptred Flute* (1928) and *The Feather of the Dawn* (1961).

LET'S LEARN

abc GRAMMAR

Active Voice and Passive Voice (Interrogative Sentences)

In lesson 12, we learnt about Active and Passive voice and some rules to convert them for statement sentences. In this lesson we will proceed with the interchanging of Active

and Passive voice in interrogative sentences.

I. Yes/No Questions

The easiest way to change the voice of such an interrogative sentence is by changing it into Assertive first and then into Interrogative.

Let's take the sentence:	Has he done his work?
Turn it into assertive sentence:	He has done his work.
Then, the passive assertive would be:	His work has been done by him.
Now, make it an interrogative sentence:	Has his work been done by him?

In active voice, the basic structure would be:

[Auxiliary Verb + Subject + Main Verb + Object?]

Example: a) Did she bake the cake?

b) Can they complete the project?

In passive voice, the basic structure would be:

[Auxiliary Verb + Object + Main Verb (in passive form) + Subject?]

Example: a) Was the cake baked by her?

b) Can the project be completed by them?

Be mindful of maintaining proper word order when transforming questions into passive voice. Also, pay attention to verb forms, ensuring they are correctly adjusted for voice changes.

II. Wh-Questions

In active voice, the wh-word usually serves as the subject. The basic structure would be:

[Wh-Word + Auxiliary Verb + Main Verb + Rest of the Sentence?]

Example: a) What is he baking?

b) Where is she hosting the party?

c) Who taught you English?

Notes

In passive voice, the wh-word becomes the subject, and the original subject (doer) follows the main verb. The basic structure would be:

[Wh-Word + Auxiliary Verb + Main Verb (in passive form) + Rest of the Sentence?]

Example:

a) What is being baked by him

b) Where is the party being hosted by her?

c) By whom were you taught English?

The wh-word maintains its position as the focal point in both active and passive constructions.

Ensure proper word order and maintain the wh-word as the subject in passive constructions. Watch for changes in verb forms during voice transformation.

INTEXT QUESTIONS 14.6

1. Change the following active voice interrogative sentences into passive voice:

   i. Who completed the project?

   ii. When will they announce the winners?

   iii. How did she solve the problem?

   iv. Why did you break the vase?

   v. Where can we find the keys?

2. Rewrite the following passive voice interrogative sentences into active voice:

   i. Was the cake baked by Sarah?

   ii. Is the book being read by anyone?

   iii. Has the car been repaired by the mechanic?

   iv. Were the tickets purchased by the group?

   v. Will the letter be delivered by the postman?

3. Change the voice of the following interrogative sentences:

   i. Were the cookies eaten by the children?

   ii. Who painted this beautiful portrait?

   iii. Is the report being reviewed by the supervisor?

   iv. Why was the concert canceled by the organizers?

   v. Has the homework been completed by the students?

Notes

LITERARY DEVICES

Assonance

The repetition of vowel sounds within words or phrases creates internal rhymes and adds to the musicality of the poem (see Lesson 13). For example,

"Crowns for the brow of a bridegroom,"

Repetition

Poets often repeat words, phrases, or lines to create a musical effect, to emphasize a point, to draw attention to a point, or to lend unity to a piece. This is called repetition. For example:

"What do you sell, o ye merchants?
What do you weigh, o ye vendors?"

Imagery

Imagery is a literary or poetic device wherein the poet uses words or phrases that appeal to any of the senses or any combination of senses to create "mental images" for the reader. It helps the reader to visualize more realistically the author's writings. (see Lesson 6)

The most commonly used is **visual imagery** that uses qualities of how something looks visually through a description of shape, colour, light, or pattern. Sarojini Naidu has used imagery that appeals to all the senses. (see Lesson 11)

INTEXT QUESTIONS 14.7

1. Is there any simile used in the poem?

2. Find out the symbolism used in this poem.

3. Complete the table given below listing the imagery used in the poem.

Sight	Sound	Smell	Taste	Touch
turbans of crimson and silver		fragrance of sandalwood, henna and spice		

LET'S DO

Alliteration is the repetition of the first letter (generally a consonant) or first sound of several words, marking the stressed syllables in a line of poetry, as we have seen in previous lessons.

Sarojini naidu uses alliteration as a poetic device to increase the musical effect and rhythm of poetry in "the Bazaars of Hyderabad".

Example: "**G**irdles of **g**old for the dancers."

Find other examples of alliteration from this poem.

LET'S TALK

1. Discuss how Naidu navigates the tension between modernisation and tradition in this poem. Does she present one as superior to the other?

2. Discuss how the bazaars in the poem symbolises a sense of national pride and cultural identity.

3. Explore how the poem celebrates the diverse cultural elements present in the bazaars of Hyderabad and how they contribute to a sense of unity among the people.

WHAT HAVE YOU LEARNT

- Naidu expresses her admiration for the vibrant and bustling bazaars of Hyderabad, a city in India known for its rich culture and heritage.

- Naidu captures the essence of these markets and the diversity of people who frequent them, celebrating the bustling energy and lively atmosphere.
- She portrays a harmonious coexistence of various religious and cultural communities, and emphasises the unity amidst diversity.

TERMINAL QUESTIONS

1. How does the poet highlight the occupation of the simple people in India?
2. When you happen to visit the bazaars of Hyderabad what things from the poem come to your mind?

ANSWERS TO INTEXT QUESTIONS

14.1

1. The merchants are in the bazaar in Hyderabad.

   They are selling their goods that they have displayed in a very attractive manner.
2. The poet, who finds the display very attractive addresses the merchants.
3. The merchants display turbans that are crimson and silver, loose-fitting shirts made of purple brocade, mirrors framed in yellow amber and daggers that have handles made of jade, a green coloured stone.

   The poet uses the words 'richly displayed' as all these items are brightly coloured, expensive and lavishly exhibited.
4. Brocade is a patterned fabric specifically made for ornamental outfits. It is a rich silk fabric with raised patterns in gold and silver. These rich designs are not embroidered on the fabric but woven into it.
5. The mirrors sold in the market are framed with a yellow coloured stone called amber.
6. The rich people and nobles from the court of the Nizam of Hyderabad will buy these costly items.

14.2

1. The poet addresses vendors, young maidens and peddlers.
2. The maidens are in the bazaar.

   They are grinding sandalwood, henna and spices for sale.
3. The vendors weigh saffron, lentil and rice.
4. The maidens grind sandalwood henna and spice to make its fine powder. They maybe grinding henna and sandalwood probably because there is some auspicious ceremony or festival.
5. A peddler is a person who sells from door to door or in the street, calling out to draw attention to his goods. to sell their goods.

   Peddlers usually do not have a stall, so they will go from place to place selling their goods. On the other hand, a vendor is someone who sells goods from his own stall.
6. Individual answer (society that had money; able to afford luxuries; enjoy beautiful products; had leisure time for pursuits like chess)

14.3

1. wristlets and anklets and rings
2. A wristlet is a bracelet encircling the wrist.
3. delicate bells for the feet of blue pigeons
4. Individual answer
5. gold Girdles or belts
6. gold scabbards or sheaths to cover the sword

14.4

1. The poet used the term cry because the fruit men were calling in a loud voice.
2. The musical instruments being played by the musicians in the bazaars of Hyderabad are the sitar, sarangi and drum.
3. "Spells for aeons to come" means that the magicians are chanting magical spells that will last for a long period of time.

4. Aeons means an immeasurably long period of time.
5. (d) Option (iv)
6. Sitar

14.5

1. azure and red.
2. Crowns for the brow and chaplets to garland his bed
3. refer to tassels that are blue and red in color
4. referred to is a "crown" for the bridegroom
5. (iii) a tuft of loosely hanging threads or cords knotted at one end.
6. The flower girls were making crowns and garlands for the marriage ceremony. Chaplets were made to decorate the bed of the bridegroom. The flower girls were also making a sheet of white flowers to cover the dead bodies. These are some of the happy and sad occasions for which the flower girls are weaving flowers.

14.6

1. i) By whom was the project completed?
   ii) When will the winners be announced by them?
   iii) How was the problem solved by her?
   iv) Why was the vase broken by you?
2. i) Did Sarah bake the cake?
   ii) Is anyone reading the book?
   iii) Did the mechanic repair the car?
   iv) Did the group purchase the tickets?
   v) Will the postman deliver the letter?
3. i) The children ate the cookies.
   ii) Who painted this beautiful portrait?
   iii) The supervisor is reviewing the report.
   iv) The organizers canceled the concert.

Notes

Notes

v) The students have completed the homework.

14.7

1. "Bells for the feet of blue pigeons,

   Frail as a dragon - fly's wing."

2. "Crowns for the brow of a bridegroom" symbolise celebration and festivity.

   "Scabbards of gold for the kings" symbolise power and authority.

   "Sheets of white blossoms" symbolise purity and mourning.

3.

Sight	**Sound**	**Smell**	**Taste**	**Touch**
turbans of crimson and silver	• Sitar, Sarangi and drum • Spells for the eons to come	Fragrance of sandalwood, henna and spice	Citron, pomegranate and plum	• Wristlet and anklet and ring • Girdles of gold for the dancers, Scabbards of gold for the kings

15

READING WITH UNDERSTANDING
(Thimmakka and Biomedical Waste Management)

This lesson delves into the inspiring story of Thimakka and explores the critical topic of biomedical waste management. Thimakka, an environmentalist from India, has left an indelible mark with her remarkable efforts in tree plantation. Born in Karnataka, Thimakka, along with her husband, began planting banyan trees in the 1950s, despite facing numerous challenges. Over the years, her commitment to environmental conservation has resulted in an astounding legacy of hundreds of trees, earning her widespread recognition.

We will draw inspiration from her story as we shift our focus to the crucial aspect of biomedical waste management, understanding its significance in preserving both public health and the environment. Biomedical waste encompasses materials that, due to their biological nature, pose potential threats to human health and the environment if not handled appropriately.

Through this dual exploration of Thimakka's environmental legacy and biomedical waste management, we aim not only to gain knowledge but also to cultivate a sense of responsibility towards our environment.

LEARNING OUTCOMES

After studying this lesson, the learner:

- Analyses and evaluates different passages written in English;
- Interprets short theme-based passages by close reading, and answers questions on those passages.

Notes

15.1 THIMMAKKA

Thimmakka and her husband Bikkalu Chikkaiah, a childless couple of Hulikal village in Karnataka, decided to adopt children. But the children they chose to rear were 284 banyan trees along a 3 km stretch of what is now National Highway 48 in Karnataka. The trees filled up a void in their lives. And just recently, Thimmakka received the National Citizens Award (for social forestry) from the Prime Minister.

In the 1950s, it was a Thimmakka, who tired of her neighbour's jibes directed at her childlessness, hit upon the plan. "Why not plant banyan trees and rear them like our children?" she thought. So the lonely couple decided to plant trees. Thimmakka's husband was a disabled person, hence she had to work as a labourer every day and did not have the time for much else. But firm in their resolve, they took great pains to dig pits on either side of the road. Their next task was to choose suitable banyan saplings. They finally planted 300 saplings and put up thorny bushes around, to ensure that the cattle did not eat up the tender trees.

Thimmakka brought water in pots from a long distance and poured it at the foot of the saplings every day. During the rainy season she poked at the roots of the trees to make them go deep and, as the area was not fenced, she kept a constant vigil and nursed the plants for 10 years. It was time spent well, as it gave her fulfilment and pride. Even as the couple nursed the saplings, she was working in a quarry for their hand-to-mouth existence. If she could not go to the quarry they would have nothing to eat that day. True, her work was back-breaking, but she could not neglect the trees either. She would go to the Kudur road and attend to the saplings before the break of dawn. And the trees, like children who live in an atmosphere of love and caring, responded to her call and grew up. Now in the prime of their lives, the 284 that took root provide a green canopy for 3 km, nests for birds and prevent soil erosion. They are also worth an estimated Rs. 85 crore.

INTEXT QUESTIONS 15.1

1. Choose and tick the correct answer:

   a) The couple look after the saplings because:

      i. they earned money from it

      ii. it gave them happiness and satisfaction

iii. it would get them an award

b) The trees provided:

i. employment to some people

ii. food for the animals

iii. shade along the 3 km stretch of road.

2. Select the correct information from the box and write it in the blanks:

1950s	10	284
3 km	300	85

a) Trees were planted along a __________ stretch of road.

b) The trees were planted in the ________.

c) Thimmakka planted ________ saplings.

d) They looked after the trees for __________years.

e) _______ trees grew along the National Highway.

f) The approximate cost of the trees are ___________ crores.

3. Answer the following questions:

a) Why did Thimakka receive the National Citizens Award?

b) What made Thimmakka and her husband decide to plant banyan trees along the highway?

c) What did Thimmakka do to ensure the safety of the plants?

4. Complete the sentences:

a) To take good care of the saplings after ensuring their safety Thimmakka had to:

(i) _____________

(ii) _____________

(iii) _____________

Notes

b) Thimmakka's banyan trees have benefited the environment by:

(i) ___________

(ii) __________

(iii) __________

5. Find a word in the passage which means 'a cover'.

15.2 BIOMEDICAL WASTE MANAGEMENT

An important solid waste which is noteworthy is biomedical waste. This waste includes anatomical waste, syringes, gauze, absorbents, glass, etc. The huge dumps of biomedical wastes disposed of by hospitals and clinics cause serious health problems. It is not uncommon that in some places, these biochemical wastes rot either in front of clinics or in street corners. Rag-pickers, mostly children, pick up these wastes by hand and are vulnerable to attack by the hepatitis virus (jaundice causing virus) and other dangerous viruses. Ordinances have been promulgated not to dump the waste and for safe transportation in special containers, and subsequent incineration in Australia and other countries.

Why are solid wastes cause for such serious concern? The dumping of solid wastes spoils the beauty of cities and towns and causes health problems.

The garbage mountains become breeding grounds for disease-carrying vectors such as flies, mosquitoes, rats and cockroaches. Reports indicate that about 8,00,000 flies can be produced in one cubic metre of garbage. The flies, which carry pathogenic organisms, cause diseases such as dysentery, diarrhoea, etc. Rats, which are carriers of insects and other bio-organisms, are responsible for causing plague as was recently witnessed in Surat in 1994. It is reported that about 25 human diseases are associated with the solid wastes. Accumulation of litter refuse and junk poses fire hazards and may lead to accidents too.

The accumulation of solid waste is a mounting problem with no easy solution in sight. Unlike other types of pollution, preventive measures cannot be adopted in this case. Several solutions to the disposal problem have been proposed. The present mode of management is to collect the refuse from various parts of the city, transport it to a remote place, where it is incinerated or composted or simply dumped again. The most easy solution is to recycle or reuse the waste. This solves the disposal of wastes and also yields revenue besides compensating for the expenditure incurred on its collection and transportation.

INTEXT QUESTIONS 15.2

1. Tick True (T) or False (F) against the following statements:

   a) Nearly 25 human diseases are caused by accumulating garbage.

   b) Preventive steps can be taken to reduce accumulating garbage.

   c) Recycling and reusing of garbage can bring revenue.

   d) Flies are carriers of bio-organisms which cause plague.

2. Fill in the blanks in the following sentences using the information given in the passage:

   a) Heaps of garbage can cause the breeding of ____________.

   b) One cubic metre of garbage can have ____________flies.

   c) Diseases like __________ are caused by pathogenic organisms.

   d) Fire hazard leading to accidents can be due to ___

3. a) What does bio-medical waste consist of?

   b) Who is more likely to be affected by the bio-medical waste?

   c) A suitable title for the passage can be:

      i. Garbage

      ii. Garbage mountains-a nuisance.

      iii. Protection from medical waste.

      iv. Pathogenic organisms.

4. There is a serious concern about solid wastes because: (Tick all the correct answers)

   a) They cause a lot of expenditure.

   b) They spoil the beauty of the city.

   c) They are a threat to health.

   d) They bring revenue.

ANSWERS TO INTEXT QUESTIONS

15.1

1. a) ii) it gave them happiness and satisfaction
   b) iii) Shade along the 3 k.m. stretch of road
2. a) 3 km
   b) 1950s
   c) 300
   d) 10
   e) 284
   f) 85
3. a) For planting 284 banyan trees along a 3 km stretch of a National Highway.
   b) They didn't have children so they decided to adopt trees as their children.
   c) put thorny bushes.
4. a) i. bring pots of water from a long distance
   ii. poked at the roots during the rainy season.
   iii. kept constant vigil/nursed them for 10 years.
   b) i. providing a green canopy for 3 km.
   ii. providing nests for birds.
   iii. preventing soil erosion.
5. Canopy

15.2

1. a) True b) False c) True d) False.
2. a) disease carrying vectors.
   b) 8,00,000
   c) dysentery, diarrhoea
   d) accumulation of litter, refuse and junk.
3. a) anatomical waste, syringes, gauze, absorbents, glass.
   b) Rag pickers.
   c) ii) Garbage mountains -a nuisance.
4. b, c

16

READING WITH UNDERSTANDING
(Stress Before Examination)

Understanding stress is the first step towards conquering it. Stress is not inherently negative; it's our body's natural response to demanding situations. However, when left unmanaged, it can hinder our ability to think clearly and perform at our best. In this session, we will delve into practical strategies to cope with pre-exam stress, equipping you with tools to maintain composure and focus during this critical time.

From effective time management and study techniques to relaxation methods and mindfulness practices, we will explore a holistic approach to tackle stress. Remember, exams are not just assessments of knowledge; they are opportunities for growth and learning how to navigate challenges.

LEARNING OUTCOMES

After studying this lesson, the learner:

- Analyses and evaluates different passages written in English;
- Interprets short theme-based passages by close reading, and answers questions on those passages.

16.1 SECTION I

Before examinations, many students are under tremendous stress. But it is not just the students who are stressed, teachers and parents too face the same situation.

Why do people get stressed? Adolescents are faced with the demands of their developmental tasks and that of a complex society. They need to acquire skills of adjustment to emerge into adulthood unaffected by these demands. If they lack these skills or if too many demands are made on them, they fail. Students are anxious, as

Notes

they are worried about whether they would be able to live up to the expectations of their peers, parents and teachers. Optimal anxiety motivates and keeps them ahead while over-anxiety is disabling.

Anxiety is contagious and passes onto other students, teachers and parents. Adolescents, when stressed out, tend to perceive everything as an emergency. Some of the reasons for increase in stress level are identity crisis, the need to make career-oriented decisions, teachers' and parents' attitude and peer pressure. The inability to communicate with parents also plays a major role.

Good memory depends upon a good brain. The brain needs a good supply of oxygen, glucose, calcium, phosphorus and iron. So make sure you sit in a well-ventilated place when studying. Your diet should include milk, cheese, walnuts, wheat germ, green leafy vegetables, ragi and dates. Do not forget that "breakfast is the brain food". Fatty meals, sugar and acids take away calcium from the system. Diets rich in fibre like fruits and vegetables help to reduce stress.

Good concentration is important to improve the memory. Learning and memorising by understanding and recalling what one has learnt is helpful. Organising and framing a logical relationship is important. Mastery not just of the content of the subject, but also the process of answering is equally important.

Anxiety and fear hamper recall and result in a mental block during examination. Watching television for a long time could lower academic performance. It 'steals' away the reading time. Time management is about self-discipline. Time must be managed between filled and unfilled time. Filled time is the time spent sleeping, bathing, eating, dressing and attending school. A student has 10 hours of unfilled time. How best is the student going to utilise this? Make a timetable for the 10 hours.

Seven to eight hours of sleep is necessary for optimal physical rest and brain functioning. A positive thought is the seed of a positive result. Always feel positive.

This will help to lessen stress.

If a student has symptoms of anxiety or depression, seek medical help immediately.

INTEXT QUESTIONS 16.1

1. Say whether the following statements are True (T) or False (F). Correct the false statements:

Notes

a) Only students get stressed before examinations.

b) Failure to cope with developmental tasks is one of the sources of stress for adolescents.

c) A person should lead a totally stress-free life.

d) You can reduce stress by sharing your feelings with parents and friends.

e) Adopting good study habits can help reduce examination fever.

2. Read the passage again and fill in the blanks with the most appropriate word:

Almost everyone in society today suffers from ——————(i) Perhaps the worst affected are ——————(ii) This is because adolescents have to cope with two sets of problems at the same time :- the —————— (iii) tasks that they need to do as a part of their growing up; and ———— (iv) into a complex society.

Furthermore, young people have to live up to the ——————— (v) of their peers, —————— (vi) and teachers. They have to make difficult ———— (vii) oriented decisions. Sometimes they suffer from ———— (viii) crisis.

However, all stress is not bad. An ——————————(ix) level of stress is motivating. One can keep anxiety and fear away by good ——————(x) skills, good eating and study habits.

3. Select a suitable title for the passage from the options given-

i) Examination Fever

ii) Stress in Modern Life

iii) Today's Youth

16.2 SECTION II

You have just read about stress. Below you will read stress preventive measures:

A. To avoid or reduce stress, you must manage your time properly. You must prepare a 'TO DO' task list. However these tasks are not static. They undergo change over a period of time. It is useful to divide tasks into three categories: Important – A; less important-B; and routine-C. Intersperse A and B tasks with C tasks such as ironing clothes, reading newspaper etc. This would provide

relief from constant pressure of important tasks.

It is also very important to allocate a realistic amount of time for each task. You may maintain a diary to monitor tasks done/still to be done.

B. Exercise is beneficial in reducing anxiety and improving sleep. So you must build a habit of regular exercise. Brisk walking, swimming, jogging, aerobics are effective in keeping the heart healthy. Whenever possible, you should walk or cycle to cover short distances.

Travelling is very stressful. There are few simple exercises that you can do while travelling in a bus. You can strengthen your wrist by rolling your hands backwards and forwards while gripping the rod over-head.

You can also place your fingertips on the bar and push hard so that the fingers bend back, then relax. Repeat this ten times to increase flexibility of your fingers.

C. Hobbies help to reduce stress. Hobbies can become as refreshing as sleep. They help boost self-image and forget the tensions and failures that one faces in life. Very often the work one does may not give the person any pleasure. However, since one chooses one's hobbies according to one's own temperament and aptitude, they give great pleasure. They are healthy mood enhancers.

D. In order to remain calm and at peace, you need to train yourself to think positively. Every year students who are unable to cope with the disappointment caused by failure or performance lower than expected, take the extreme step of committing suicide. This is of course a very negative step and shows lack of positive thinking. Failing in the examination is not the end of the world. Furthermore, many geniuses like Ramanujan and Einstein failed examinations. Failure is never final and success is never an end. Talk about your problems.

Notes

INTEXT QUESTIONS 16.2

1. Here are some headings. Match the headings with the four texts – A, B, C and D.

- What is Stress
- Taking Exercises
- Causes of Stress
- Thinking Positively
- Increasing Flexibility
- Managing Time

- Developing Hobbies
- Removing stress

2. Here are a number of people who suffer from stress for a variety of reasons. Which of the four measures discussed in the texts will you refer to each. Also briefly state your reasons for making the choice.

   i. Hema is a quiet woman who lives alone in Delhi. Her family is in Indore. She works for 10 hours daily in an export company at a sewing machine. She is depressed and sad.

   ii. Rohan travels for three hours daily. He works at a computer and is becoming so fat that people laugh at him.

   iii. Rita is busy running around all day but her work is never over. She looks stressed and overworked.

   iv. Rima has already failed twice. She is sure she will fail yet again. She tries to study for her exams but is so worried that she cannot concentrate.

ANSWERS TO INTEXT QUESTIONS

16.1

1. a) False, students, teachers and parents are stressed.

   b) True

   c) False, life can never be totally stress free.

   d) True

   e) True

2. i) stress

   ii) students/adolescents

   iii) developmental

   iv) adjusting

   v) expectations

   vi) parents

Notes

vii) career

viii) identity

ix) optimal

x) communication

3. Examination Fever

16.2

1. A – Managing Time

   B – Taking Exercise

   C – Developing Hobbies

   D – Thinking Positively

2. i) She must develop hobbies. She has no one to talk to reduce stress. Hobbies will give her pleasure.

   ii) He must do exercises. He can do spot walking, bending exercises. Also he can cycle or walk part of the distance.

   iii) She must manage time better. She must divide her work into A, B and C type tasks.

   iv) She must think positively. Communicating her feelings with parents, teachers or friends will help her.

17

KABIR AND THIRUVALLUVAR

Today, let's delve into the profound wisdom of two eminent mediaeval poet-saints of India—Kabir and Thiruvalluvar. Both Kabir and Thiruvalluvar advocated for cultural and religious harmony. Their works emphasise universal human values, fostering a sense of unity and understanding among diverse communities. During their time, the dissemination of knowledge was primarily through oral traditions. Kabir and Thiruvalluvar's verses were passed down through generations verbally before being transcribed, contributing to the preservation of their wisdom. The verses of Kabir and Thiruvalluvar have inspired various forms of art and music. Kabir's *dohas* are sung in bhajans, and Thiruvalluvar's couplets are set to music, demonstrating the enduring influence of their literary creations. This adds layers to the legacy of Kabir and Thiruvalluvar, showcasing the richness and complexity of their contributions to Indian spirituality and literature.

LEARNING OUTCOMES

After studying this lesson, the learners:

- Recognises the richness of culture and heritage in Awadhi and Tamil literature;
- Describes characteristics and style of Medieval literature;
- Analyses the wisdom imparted by Kabir Das and the moral preachings imparted by Thiruvalluar in their couplets;
- Constructs a basic knowledge of the commonalities among some of the major Indian languages;
- Compares the themes in poetry by these two mediaeval saints and appreciates their efforts in social awakening and national integration .

17.1 KABIR

Fig. 17.1

Kabir was a 15th-century Indian poet and mystic known for his devotional and philosophical verses. His couplets, often referred to as *"Kabir ke Dohe"* or "Kabir's couplets," are written in a simple and profound style. Kabir's poetry is filled with mystical symbolism. He frequently used metaphors from everyday life, such as weaving and blacksmithing, to convey profound spiritual truths. Kabir's verses resonate across religious boundaries. His poetry is not confined to a specific faith but encompasses universal themes of love, humanity, and spirituality. This inclusivity has made Kabir a revered figure not only in Hinduism but also in Sikhism and Sufism. They explore themes such as spirituality, the nature of God, human existence, and the path to enlightenment.

SECTION 17.1.1

Transliteration:

Chalti Chakki Dekh Kar, Diya Kabira Roye
Dui Paatan Ke Beech Main, Sabit Bacha Na Koye

Translation:

Looking at the grinding stones, Kabir laments;
In the duel of wheels, nothing stays intact.

LET US UNDERSTAND 17.1.1

This couplet by Kabir holds a deep metaphorical meaning, reflecting upon the impermanent and transitory nature of life and existence.

Kabir begins by describing a "chalti chakki," which is a grinding mill used to crush grains. When Kabir looks at this grinding mill, he feels a sense of sorrow. The grinding process symbolises the relentless passage of time and the experiences that shape our lives.

The "dui paatan" mentioned in the second line refers to the two grinding stones that crush the grains in the mill. The metaphor is used to represent the opposing forces or circumstances that press upon individuals, grinding away their sense of self and identity. These forces could be interpreted as the dualities of life, such as joy and sorrow, success and failure, birth and death, and various challenges.

The couplet's central theme is impermanence and the inevitability of change. Kabir is pointing out that nothing remains unaltered or unaffected when caught between opposing forces, just as grains are crushed between the grinding stones. This reflects the transient nature of life, where everything undergoes transformation and change.

INTEXT QUESTIONS 17.1.1

1. What is the central theme of Kabir's couplet "Chalti Chakki Dohe"?

   a) Joy and sorrow

   b) Impermanence and change

   c) Patience and timing

   d) Compassionate communication

2. What does Kabir lament about while witnessing grinding stones at work?

SECTION 17.1.2

Transliteration:

Bura Jo Dekhan Main Chala, Bura Naa Milya Koye
Jo Munn Khoja Apnaa, To Mujhse Bura Naa Koye

Translation:

I set out to find the wicked, but none did I find.
When I searched myself, 'I' found the wicked one.

LET US UNDERSTAND 17.1.2

In this couplet, Kabir reflects on the nature of judgement and introspection. The couplet teaches a profound lesson about self-awareness and the realisation of one's own flaws.

Here, Kabir describes how he embarked on a journey to find someone he deemed wicked or bad (bura). However, he couldn't find anyone who fit that description. This part of the couplet emphasises the idea that when we look for the negative in others, we often fail to see it. It suggests that we tend to judge others based on their perceived faults without acknowledging our own imperfections.

The couplet takes a turn in the last two lines. Kabir reveals that when he was introspective and looked within himself (jo mann khoja apnaa), he found that no one is more wicked than he is. This shift in perspective highlights the importance of self-awareness and recognising our own flaws and shortcomings before passing judgement on others. Kabir acknowledges his own imperfections and points out that self-judgement and self-improvement are essential steps toward personal growth and spiritual understanding.

INTEXT QUESTIONS 17.1.2

1. Where does Kabir find the evil in this world?
2. What is the lesson he imparts through this observation?

SECTION 17.1.3

Transliteration:

Aisee Vani Boliye, Mun Ka Aapa Khoye
Apna Tan Sheetal Kare, Auran Ko Sukh Hoye

Translation:

Speak such words, that you lose the ego of your mind.
Let your own body be cooled, and let others find joy.

LET US UNDERSTAND 17.1.3

In this couplet, Kabir provides guidance on how to communicate and conduct oneself in a way that leads to harmony and well-being, both for oneself and others.

The lines encourage speaking words that are humble, truthful, and without ego. Kabir advises speaking with kindness and humility, shedding the sense of personal pride and ego. When one speaks with such an attitude, it leads to the dissolution of the ego-driven tendencies of the mind. Ego often leads to conflicts, misunderstandings, and negativity, so speaking without ego helps to maintain peaceful relationships.

The lines offer a metaphorical instruction. Kabir suggests that one's own body (tan) should remain cool, implying a state of inner calm and tranquility. When an individual is at peace with themselves, their interactions with others become more harmonious.

Furthermore, Kabir advises that by speaking kindly and without ego, one can bring happiness and comfort to others (auran ko sukh hoye). This implies that our words and actions have a significant impact on the people around us. Positive communication can uplift others and create an atmosphere of positivity and joy.

Notes

INTEXT QUESTIONS 17.1.3

1. What is the primary message of Kabir's couplet "Speak such words"?

    a) Silence is golden

    b) Speak softly and kindly

    c) Truth hurts

    d) Loudness is power

2. What kind of words does Kabir suggest to speak?

SECTION 17.1.4

Transliteration:

Dheere Dheere Re Mana, Dheere Subj Kutch Hoye
Mali Seenche So Ghara, Ritu Aaye Phal Hoye

Translation:

Slowly, slowly, O mind, everything happens at its own pace.
The gardener waters the plants, and when the season comes, they bear fruit.

LET US UNDERSTAND 17.1.4

In this couplet, Kabir imparts wisdom about patience, timing, and the natural progression of events.

The lines emphasise the importance of patience and the idea that everything unfolds in its own time. Kabir advises the mind to move slowly and not rush things. He encourages acceptance of the natural pace of life, suggesting that trying to force or hasten events can lead to frustration and imbalance.

The metaphor of the gardener is used in the last two lines. Kabir compares the process of life to a gardener tending to plants. The gardener waters the plants consistently, caring for them with dedication. However, even with the gardener's efforts, the plants do not immediately bear fruit. It is only when the right season comes that the plants yield their fruits naturally.

The couplet teaches that just as the plants require time and care to bear fruit, the outcomes in life also require patience and the alignment of right conditions. Trying to rush or control events may not yield the desired results. Instead, it is important to act patiently and trust the natural progression of life.

INTEXT QUESTIONS 17.1.4

1. Why does Kabir suggest the mind to have patience?
2. What metaphor does he use to convey the essence of patience?

SECTION 17.1.5

Transliteration:

Sayeen Itna Deejiye, Ja Mein Kutumb Samaye
Main Bhi Bhookha Na Rahun, Sadhu Na Bhooka Jaye

Translation:

O Lord, give me only as much as is sufficient to sustain my family.
May I never be hungry, and may no saint go hungry.

LET US UNDERSTAND 17.1.5

In this couplet, Kabir offers a prayer that reflects his understanding of contentment, selflessness, and the well-being of all.

The lines express Kabir's humble request to the Divine (Sayeen or Lord). He asks for enough sustenance to provide for his family's needs. Kabir's focus here is not on seeking abundance or wealth, but on asking for just enough to maintain the well-being of his loved ones.

Kabir extends his prayer to include the well-being of others. He desires that he himself never experience hunger, and also that no saint or ascetic should ever go hungry. This reflects Kabir's concern for the welfare of everyone, regardless of their social or spiritual standing. He emphasises a sense of shared humanity and compassion, suggesting that no one should suffer from lack while others have plenty.

INTEXT QUESTIONS 17.1.5

1. According to Kabir's couplet "Sayeen Itna Deejiye," what does Kabir desire for saints or ascetics?

   a) Abundance of wealth

   b) Never experience hunger

   c) Worldly pleasures

   d) Power and authority

2. How much is enough for Kabir to sustain the family?

SECTION 17.1.6

Transliteration:

Bada Hua To Kya Hua, Jaise Ped Khajoor
Panthi Ko Chaya, Nahi, Phal Laage Atidoor

Translation:

What's the use of being big, like a date tree?
The traveller finds no shade, and the fruit remains far away.

Notes

LET US UNDERSTAND 17.1.6

In this couplet, Kabir uses the metaphor of a date tree to convey a profound message about the significance of substance over outward appearance.

The lines imply that being big or outwardly impressive (like a tall date tree) does not necessarily equate to meaningful value. Kabir suggests that mere size or appearance doesn't inherently provide true worth or substance.

The metaphor of the traveller seeking shade and fruit is used in the last two lines. Kabir indicates that despite the tree's size, a traveller does not find shade under it, and the fruit is situated at a distant point. This points to the idea that even though something may seem impressive on the surface, its practical utility or value may be lacking.

The couplet's essence is that material possessions or external appearances are not the sole measures of worth. True value lies in offering practical benefits, providing sustenance, and being genuinely helpful to others. Kabir encourages focusing on qualities and actions that provide tangible benefits and not getting lost in the allure of appearances.

INTEXT QUESTIONS 17.1.6

1. What does Kabir want to teach with the example of the date tree?

2. What is the essence of Kabir's couplet "Bada Hua To Kya Hua"?

SECTION 17.1.7

Transliteration:

Kabira Khara Bazaar Main, Mange Sabki Khair,
Na Kahu Se Dosti, Na Kahu Se Bair

Translation:

Kabira stands in the marketplace, wishing well for all,
Neither seeking friendship, nor holding enmity towards anyone.

LET US UNDERSTAND 17.1.7

In this couplet, Kabir conveys a message of equanimity, impartiality, and compassion for all beings.

Kabir describes himself standing in a marketplace, a place of diverse interactions and exchanges. He wishes well (khair) for everyone he encounters, regardless of their backgrounds, beliefs, or intentions. His intention is to bless and wish good for all, without any bias or discrimination. The lines emphasise Kabir's stance on human relationships. He says he doesn't seek friendship (dosti) from anyone, nor does he harbour enmity (bair) towards anyone. This means that Kabir does not differentiate between people based on personal likes or dislikes. He doesn't establish relationships driven by personal gain or grudges.

The couplet embodies Kabir's philosophy of treating everyone with an open heart and without any prejudice. It reflects his message of universal love, compassion, and acceptance. Kabir's position in the marketplace symbolises his presence in the world, interacting with people from all walks of life, and yet holding a neutral and loving attitude toward all.

INTEXT QUESTIONS 17.1.7

1. According to Kabir's couplet "Kabira stands in the marketplace," what is Kabir's wish for everyone?

   a) Wealth and prosperity

   b) Good health

   c) Spiritual awakening

   d) Happiness and well-being

2. What does it reveal about his approach to human relationships?

SECTION 17.1.8

Transliteration:

Pothi Padh Padh Kar Jag Mua, Pandit Bhayo Na Koye,
Dhai Aakhar Prem Ke, Jo Padhe So Pandit Hoye

Translation:

Reading books and scriptures, the world dies; no one becomes a sage. The essence of love is found in two and a half letters; one who reads it, becomes wise.

Notes

LET US UNDERSTAND 17.1.8

Kabir emphasises that true wisdom and realisation do not come from mere bookish knowledge.

Reading numerous scriptures and texts does not make one wise or enlightened. The true essence of spirituality and understanding lies in the experience of love and devotion, represented by the phrase "two and a half letters" (referring to the word "prem" which means love in Hindi). Those who understand the depth of love and cultivate it in their hearts are the ones who attain true wisdom.

This couplet underscores the importance of experiential knowledge, particularly the knowledge gained through the practice of love and compassion, as opposed to the superficial knowledge acquired from reading books without genuine understanding. It reflects Kabir's emphasis on the spiritual and experiential dimensions of learning.

INTEXT QUESTIONS 17.1.8

1. In Kabir's couplet "Pothi Padh Padh Kar Jag Mua," what is the key to wisdom according to Kabir?

   a) Extensive reading

   b) Deep contemplation

   c) Memorization of scriptures

   d) Practical experience

2. How does Kabir suggest to become wise?

SECTION 17.1.9

Transliteration:

Dukha Main Simran Sab Kare, Sukh Kahi Na Koye
Jo Sukh Mein Simran Kare, Tau Dukh Kahe Ko Hoye

Translation:

In suffering, everyone remembers and meditates, but no one does so in joy.
One who meditates in happiness, why would they experience sorrow?

LET US UNDERSTAND 17.1.9

In this couplet, Kabir contrasts how people approach meditation and remembrance of the Divine during times of suffering and happiness.

During times of suffering (dukh), people often turn to spirituality and meditation as a source of solace and relief. The first line implies that in moments of hardship, people are more likely to engage in 'simran' (remembrance of the Divine) in order to find comfort and strength. Conversely, during times of happiness (sukh), people tend to become engrossed in their joyful experiences and often forget to engage in spiritual practices. The second line points out that when one is experiencing happiness, they may not prioritise spiritual remembrance.

Kabir’s teaching in this couplet emphasises the importance of consistent spiritual practice regardless of life’s circumstances. The idea is that if one practises 'simran' and meditation during both suffering and happiness, they can attain a state of calmness and inner balance. This balance helps to transcend the fluctuations of joy and sorrow. If a person can meditate during moments of joy, they are likely to maintain their inner peace and not be overwhelmed by sorrow when challenges arise.

INTEXT QUESTIONS 17.1.9

1. Why do we experience sorrow in Kabir’s opinion?
2. What is his guidance on achieving a state beyond sorrow?

SECTION 17.1.10

Transliteration:

Akath Kahani Prem Ki, Kutch Kahi Na Jaye
Goonge Keri Sarkra Baithe Muskae

Translation:

The untellable tale of love, words fall short to express.
A mute person eating a raw mango, smiles.

Notes

LET US UNDERSTAND 17.1.10

In this couplet, Kabir is describing the ineffable nature of divine love. He suggests that the depth and intensity of love are so profound that they cannot be adequately described through words or narratives. The "akath kahani" (untellable tale) of love refers to the spiritual experience that transcends verbal communication.

The second part of the couplet uses a metaphor. Kabir describes a mute person (a person who cannot speak) eating a raw mango. Despite the inability to speak, the person's joyful expression and smile convey their experience of the mango's taste and delight. Similarly, Kabir is highlighting that the experience of divine love is beyond words and language. Just as the mute person's smile communicates their experience, the love for the divine is felt deeply within, even though it cannot be fully explained or narrated.

INTEXT QUESTIONS 17.1.10

1. Kabir's couplet "Akath Kahani Prem Ki" suggests that love's story is:

   a) Impossible to narrate.

   b) A universal truth.

   c) Best expressed in silence.

   d) Full of joy and sorrow.

2. Why does Kabir refer to a mute person's smile?

17.2 THIRUVALLUVAR

Fig 17.2

Thiruvalluvar was a Tamil poet and philosopher who lived around 2,000 years ago, and he is best known for his work, *Thirukkural*. Thirukkural, which means 'divine voice,' advocates the imperative of leading a virtuous life for a harmonious society and global citizenship, *vasudeivakudamkam*. Thirukkural is structured in 133 **adigaram (chapters)**, each focusing on various aspects of life, ethics, and governance. The

book is divided into three sections — **Aram, Porul,** and **Inbam Paal**. What's fascinating is that these chapters are further divided into **kural (couplets)**, a total of 1,330 verses. Each couplet is written in a concise and poetic form, making it easy to remember and imparting wisdom to the readers. Thirukkural has been translated into numerous languages, gaining international acclaim. Its universal principles and practical insights have led to its recognition not only in India but also in countries like Japan, where Thiruvalluvar is celebrated as a sage of ethical wisdom. While translating poetry can be challenging and may not capture the full depth and beauty of the original, a simplified English explanation of some of the **kural (couplets)** from Thirukkural on various topics has been offered for the learners in this section.

SECTION 17.2.1

Transliteration:

VaiyaththuL vaazhuvaangu vaazhpavan vaanu raiyum
TheyvaththuL vaikkap padum

Translation:

Who shares domestic life, by household virtues graced,
Shall, mid the Gods, in heaven who dwell, be placed.

LET US UNDERSTAND 17.2.1

A man who lives in a righteous way on earth will be worthy of a place highly, among the Gods in the heavenly abode.

According to Thiruvalluvar, leading a righteous life gives one spiritual glory and transcends material ranks. He says that greatness is not a result of power, fortune, or birth. Rather, a person's integrity and quality of life are the real indicators of their character. The couplet emphasises that moral behaviour in the home, community, and society shapes a person's spiritual stature. It, therefore, inspires everyone to practise goodness consistently, making virtue the guiding force in life.

INTEXT QUESTIONS 17.2.1

1. What qualities does Thiruvalluvar associate with a person who shares domestic life?

2. What does the couplet from Thirukkural's chapter on "Wealth" convey about the significance of wealth earned through honest means?

SECTION 17.2.2

Transliteration:

inia ulavaaha innatha kooral
kaniyiruppa kai kavarnthatru

Translation:

To utter harsh words when sweet ones would serve
Is like eating unripe fruits when ripe ones are at hand.

LET US UNDERSTAND 17.2.2

The verse teaches the virtue of gentle speech — one of the most valued forms of self-discipline in ethical and spiritual traditions. Just as a wise person would naturally choose ripe, sweet fruit over unripe, bitter ones, so too should one choose words that heal rather than hurt.

Harsh speech, though sometimes truthful, often wounds the heart and disrupts harmony. Sweet words, when spoken with sincerity, can express the same truth but with kindness and wisdom. The verse reminds us that mastery of language is not in eloquence alone, but in timing, tone, and intention.

To speak harshly when gentle words would suffice is not a sign of strength but of impatience or ego. In contrast, those who temper their speech with compassion nourish the world — just as ripe fruit nourishes the body. Thus, the sweetness of speech becomes a mark of inner refinement and spiritual maturity.

INTEXT QUESTIONS 17.2.2

1. In Thiruvalluvar's couplet "When pleasant words are easy," what qualities should a ruler possess?
   a) Cruelty and dominance
   b) Indifference and arrogance
   c) Pleasant qualities and diligence
   d) Deceptiveness and cunningness
2. What qualities does Thiruvalluvar emphasise for a ruler or leader?

SECTION 17.2.3

Transliteration:

TheeYnAar suttapun uLLaarum aaRaathe
NavinaaR dutta vadu.

Translation:

In flesh by fire inflamed, nature may thoroughly heal the sore;
In soul by tongue inflamed, the ulcer healeth nevermore.

LET US UNDERSTAND 17.2.3

This verse draws a profound contrast between physical injury and emotional or spiritual harm. A wound caused by fire, though painful, can heal with time and care — the body restores itself, and the pain fades. But a wound inflicted by cruel or reckless speech burns far deeper. The tongue, though small, holds the power to destroy peace, dignity, and trust.

Words once spoken cannot be recalled; their echo lingers in the heart of the one who was hurt. Unlike bodily scars, the scars of speech are invisible yet enduring. This verse, therefore, calls for vigilance in speech — reminding us that restraint and compassion in words are marks of true wisdom.

Just as fire refines metal or purifies gold, so too must one refine one's speech — burning away the impulses of anger and pride, and letting only words of truth and kindness emerge. In this way, the verse elevates the discipline of speech (vâg-úuddhi) to the level of a spiritual duty, warning that the fire of the tongue is far more dangerous than any flame known to the flesh.

INTEXT QUESTIONS 17.2.3

1. Thiruvalluvar's advice "Theeyinaar suttapuN uLLaarum aaRaadhae" suggests:

   a) Revenge is necessary.

   b) Ignore harm and wrongdoing.

   c) Respond with greater harm.

   d) Seek legal action.

2. What advice does Thiruvalluvar provide regarding responding to harm or wrongdoing?

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SECTION 17.2.4

Transliteration:

Ethilaar kutralbol thangkutral kaankirpin
thethundo mannum yuirkku.

Translation:

If each his own, as neighbours' faults would scan,
Could any evil hap to living man?

LET US UNDERSTAND 17.2.4

It is human nature to apply two different standards—one to ourselves and another to others. The fault or mistake may be identical, yet our responses differ. When we commit an error, we tend to rationalise or minimise it; however, when the same error is committed by someone else, we are quick to assign blame. This inconsistency raises an important question: Is such a response justified? If we consider ourselves fair and just, we must evaluate the mistakes of others in the same manner as we would evaluate our own.

Such situations arise in all spheres of life—at home, in schools, in workplaces, and in society at large. Instead of focusing on the individual who committed the mistake, we should reflect on the nature of the fault itself. This Kural encourages thoughtful introspection before blaming others and urges us to adopt the perspective of the other person to better understand the error. This idea resonates with Mahatma Gandhi's well-known principle: "Don't blame the person who committed the sin; blame the sin."

INTEXT QUESTIONS 17.2.4

1. What does Thiruvalluvar compare slander to in the context of governance?
2. What does Thiruvalluvar advise regarding slander in this couplet?

SECTION 17.2.5

Transliteration:

Puranthoomai neeraan amaiyum ahanthoomai
vaaimaiyal kanap padum.

Translation:

Outward purity the water will bestow;
Inward purity from truth alone will flow.

LET US UNDERSTAND 17.2.5

The verse emphasises two kinds of purity: outward and inward. The first line refers to the cleanliness of the body. Water helps remove dirt, sweat, and other impurities from our physical form. This type of purity is visible and can be noticed by others. It is essential for maintaining hygiene, health, and social acceptance. However, external cleanliness alone does not make a person morally or spiritually pure.

The second line focuses on the purity of the mind and soul. This kind of purity comes from truthfulness, honesty, and moral integrity. It is not something that can be achieved through external means like washing or bathing. Inner purity is cultivated by living a life of sincerity, following ethical principles, and being truthful in thoughts, words, and actions. It shapes a person's character and guides their behaviour in society.

The key lesson of the verse is that while maintaining bodily cleanliness is important, the purity of the mind and soul is even more vital. True moral and spiritual growth comes from embracing truth and honesty, and not merely from external appearances. Water can cleanse the body, but only truth can cleanse the soul.

INTEXT QUESTIONS 17.2.5

1. What is the essence of the couplet as explained in the provided passage?
   a) The importance of water for rulers
   b) Just and fair governance is crucial for effective leadership
   c) The difficulties rulers face in maintaining rule
   d) The significance of outward purity
2. What does Thiruvalluvar say about the importance of just rule in governance?

SECTION 17.2.6

Transliteration:

Padaikudi koolamaichhu natpu aran aarum
udaiyaan arasarum eeru.

Translation:

An army, people, wealth, a minister, friends, fort: six things-
Who owns them all, a lion lives amid the kings.

LET US UNDERSTAND 17.2.6

The verse lists six essential elements of power and security: an army, a people, wealth, a minister, friends, and a fort. Each of these represents an important aspect of a ruler's

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strength. An army provides protection and the ability to defend the kingdom. The people are the foundation of the kingdom; their support is crucial for stability and prosperity. Wealth ensures resources for governance, development, and defence. A wise and capable minister helps in administration and decision-making, guiding the ruler wisely. Friends provide counsel, loyalty, and support, especially in times of crisis. Finally, a fort offers physical security against enemies and ensures safety in times of conflict.

The verse concludes that one who possesses all six of these elements is like a lion among kings. This metaphor signifies unmatched strength, authority, and influence. Just as a lion rules the forest through its courage and power, a ruler who has all these six resources commands respect, security, and authority over others. The verse teaches that true power does not lie in any single element but in the combination of strength, resources, wise counsel, loyal support, and protection.

INTEXT QUESTIONS 17.2.6

1. What does Thiruvalluvar emphasise in "Padaikuti koozh-amaichchu natparaN aaRum '' regarding a ruler?

   a) Military prowess

   b) Empathy and care

   c) Deception in war

   d) Isolation from the public

2. What qualities and responsibilities of a ruler does Thiruvalluvar highlight?

SECTION 17.2.7

Transliteration:

Thottanaith thoorum manarkeeni maantharkkuk
katranaith thoorum arivu.

Translation:

In sandy soil, when deep you delve, you reach the springs below;
The more you learn, the freer streams of wisdom flow.

LET US UNDERSTAND 17.2.7

This Kural emphasises that our learning in any domain should be in-depth in order to excel and perform well in any knowledge area. The first line draws a comparison

between digging for water and seeking knowledge. Just as a well in sandy soil gives water only when it is dug deep enough, understanding and wisdom come only to those who make a sincere effort to learn. Shallow digging will not bring water, just as superficial learning will not bring true knowledge.

The second line highlights the result of persistent effort. The deeper one delves into study and experience, the greater the flow of knowledge and insight. Knowledge, like water, grows and spreads as it is sought earnestly. A learned person shares wisdom freely, guiding others and making informed decisions.

The key message of the verse is that true learning requires effort and perseverance, and the more one seeks knowledge, the more it enriches one's mind and benefits society. Just as a well provides water to many when dug deeply, a learned person can provide wisdom to many through dedicated learning.

INTEXT QUESTIONS 17.2.7

1. In Thiruvalluvar's couplet "Thothanaith thooRum maNaRkaeNI," what does Thiruvalluvar advise regarding seeking the right place?

   a) Be content with where you are.

   b) Constantly seek change.

   c) Move to a prosperous city.

   d) Find solitude in nature.

2. What advice does Thiruvalluvar give about seeking the right place?

SECTION 17.2.8

Transliteration:

Porumaikkum eenaich sirumaikkum thaththam
karumame kattlaik kal.

Translation:

Of greatness and of meanness too,
The deeds of each are touchstone true.

LET US UNDERSTAND 17.2.8

The verse emphasises that a person's true character is revealed through their actions. It compares deeds to a touchstone, which is used to test the quality of gold or silver.

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Just as the touchstone reveals the real value of a metal, a person's actions reveal whether they are noble or petty, great or mean.

Words, intentions, or appearances alone do not define a person's worth. It is through concrete actions—how one behaves, helps others, or fulfills responsibilities—that one's true nature is known. Greatness is shown through virtuous, kind, and courageous deeds, while meanness or pettiness is revealed through selfish, dishonest, or harmful actions.

This Kural is an eye-opener for us to understand that character is measured by actions, not by words or status. True respect and honour come to those whose deeds reflect integrity, courage, and goodness, while empty promises or appearances mean little without meaningful actions.

INTEXT QUESTIONS 17.2.8

1. In Thiruvalluvar's couplet "Perumaikkum Enich chiRumaikkum thaththam karumamae kattLaik kal," what is the contrast presented?

   a) Greatness and mediocrity

   b) Wealth and poverty

   c) Strength and weakness

   d) Wisdom and ignorance

2. What does Thiruvalluvar emphasise about greatness and meanness?

SECTION 17.2.9

Transliteration:

Vellath thanaiya malarneetam maanthartham
ullath thanaiyathu uyarvu.

Translation:

With rising floods the rising lotus flower its stem unwinds;
The dignity of men is measured by their minds.

LET US UNDERSTAND 17.2.9

How do our minds and thinking grow positively to newer heights? The verse draws a comparison between a lotus flower and human dignity. The first line describes how the lotus rises gracefully above the water, extending its stem as the water level increases. The lotus remains elegant and pure, no matter how deep the flood grows.

The second line conveys that, like the lotus, a person’s true worth is not determined by wealth, status, or external circumstances but by the strength, wisdom, and purity of their mind. A noble mind maintains dignity, integrity, and composure even in challenging situations.

A person’s greatness lies in their thoughts, knowledge, and character, just as the lotus’s beauty lies in its ability to rise gracefully above the water. True honour and respect are earned through a wise and virtuous mind, not through material possessions or outward appearance. Therefore, this Kural advises us to keep our minds intact with good thinking and deeds.

INTEXT QUESTIONS 17.2.9

1. According to Thiruvalluvar’s couplet “veLLath thanaiya malarnheetham maandhardham uLLath thanaiyadhu uyarvu,” what is Thiruvalluvar’s perspective on external beauty?

    a) It is important for success.

    b) It is a sign of inner purity.

    c) It fades with time.

    d) It determines one’s character.

2. What message does Thiruvalluvar convey regarding external beauty and inner qualities?

SECTION 17.2.10

Transliteration:

Needuneer maravi maduthuyil naankum
koduneeraar kamak kalan.

Translation:

Delay, oblivion, sloth, and sleep: these four
are pleasure boats to bear the doomed to ruin’s shore.

LET US UNDERSTAND 17.2.10

The verse highlights four habits that can lead a person toward failure and destruction: procrastination, forgetfulness, idleness, and excessive sleep. These are described as forming a ‘pleasure-boat’ or a means that carries a person toward ruin. Each habit may seem harmless or even pleasurable at first, but it has dangerous consequences if allowed to dominate one’s life.

Notes

Procrastination refers to delaying tasks or decisions, which can result in missed opportunities and prevent progress. Forgetfulness indicates carelessness or neglect, causing one to overlook important responsibilities or commitments. Idleness is the tendency to remain inactive or avoid effort, which leads to stagnation. Excessive sleep symbolises neglect of duty and overindulgence in comfort, causing one to waste precious time.

The verse teaches that vigilance, discipline, and timely action are essential to avoid ruin and achieve success. So, avoid procrastination, laziness, oversleeping to become successful, as a student, parent, professional workers or anybody pertinent in life. Can you now examine how close or far you are away from all these vices?

INTEXT QUESTIONS 17.2.10

1. According to Thiruvalluvar's couplet "Netunheer maRAvi matidhuyil naankum," what is the virtue associated with controlling sexual desire?
   - a) Courage
   - b) Chastity
   - c) Ambition
   - d) Passion
2. What does Thiruvalluvar say about controlling one's desires?

DO YOU KNOW

- Kabir was influenced by both Hindu and Islamic traditions. His verses often incorporate elements from both, reflecting a synthesis of diverse spiritual influences.
- The exact origin of Kabir remains uncertain, adding an air of mystique to his persona. He is believed to have been born in Varanasi, but legends surround his birth, including the mystical discovery on the riverbank.
- Thiruvalluvar's *Thirukkural* provides a comprehensive guide to ethical living. The work is organised into three books—Aram (Virtue), Porul (Wealth), and Inbam (Love), covering various aspects of life.
- The exact appearance of Thiruvalluvar remains unknown, leading to artistic interpretations. The 133-foot-tall stone statue of Thiruvalluvar in Kanyakumari,

India, is an iconic representation, but historical accuracy regarding his physical features is uncertain.

- Thiruvalluvar's influence extends beyond Tamil literature. His work has been translated into several languages, making it accessible to a wider audience and highlighting its universal appeal.

LET'S DO

Compare and contrast the themes, styles, and messages received from the couplets of these two poets.

LET'S LEARN

GRAMMAR

Direct and Indirect Speech (Imperative Sentences)

In lesson 11, we learnt about Direct and Indirect speech and some rules to convert them into statement sentences. In lesson 13, we got acquainted with the interchanging of Direct and Indirect speech in interrogative sentences. In this lesson, we will proceed with the interchanging of Direct and Indirect speech in imperative sentences.

Imperative sentences are those that give commands, make requests, advice or offer a proposal. When converting imperative sentences from direct to indirect speech, there are specific rules to follow. Consider the following direct speeches with imperative sentences:

a) Alok said, "Please close the door."

b) The teacher instructed, "Complete your TMA by this week."

c) Mridula said to her friend , 'Work hard so that you succeed'.

d) Fahad said, 'Let's go to watch a movie.'

In the first sentence Alok is requesting; in the second sentence the teacher is instructing or ordering; in the third sentence Mridula is giving advice; and in the fourth sentence Fahad is proposing or offering.

When we change an imperative sentence into indirect speech we report what someone instructed, ordered, advised or suggested.

Notes

To change an imperative sentence into indirect speech, the reporting verb (said, told, said to, etc) is changed to a reported verb which conveys the tone of a command or a request. A few examples of the reported verbs to be used when changing an imperative sentence into indirect speech are given below:

- **Command**: ordered, instructed, told
- **Request**: begged, requested, pleaded, asked, told
- **Advice**: advised, recommended, urged, suggested, recommended, told
- **Offer**: offered, proposed, told

Now, let's convert the above-mentioned imperative direct speeches into indirect speeches:

a) Alok said, "Please close the door."

Alok requested to close the door.

b) The teacher instructed, "Complete your TMA by this week."

The teacher instructed us to complete TMA by that week.

c) Mridula said to her friend , "Work hard so that you succeed".

Mridula advised her friend to work hard so that she could succeed.

d) Fahad said, "Let's go to watch a movie."

Fahad proposed that they go to watch a movie.

Notice that we have used 'to' instead of 'that' followed by the reported verb except the last sentence in which the reporting speech starts with 'Let's'.

INTEXT QUESTIONS 17.3

1. Change the following direct speech sentences into indirect speech:

   i. "Please clean your room," Mother said.

   ii. "Don't eat all the cookies," she warned.

   iii. "Let's go to the park," he suggested.

   iv. "Close the window," the teacher commanded.

v. "Be quiet during the movie," the usher requested.

vi. "Don't forget to call me later," Sarah reminded him.

vii. "Hand in your assignments by Friday," the professor instructed.

viii. "Let me know if you need any help," she offered.

ix. "Please don't be late," he pleaded.

x. "Finish your dinner before dessert," Mom insisted.

Notes

2. Rewrite the following sentences from indirect speech to direct speech.

i. She told him to be quiet.

ii. The teacher asked the students to submit their assignments by Friday.

iii. They suggested that we take a break.

iv. He told her not to open the door for strangers.

v. The manager instructed the employees to finish the project before the deadline.

vi. Sarah's mother advised her to eat more fruits and vegetables.

vii. The doctor recommended that he get more rest.

viii. The tour guide suggested that they visit the museum first.

ix. The coach told the team to practise harder.

x. My friend asked me to help him with his homework.

LITERARY DEVICES

Paradox

A paradox is a statement, proposition, or situation that appears to be self-contradictory or logically absurd, but upon closer examination, reveals a deeper truth or meaning. For ex,

- "I set out to find the wicked, but none did I find."

  The line presents a paradoxical situation where the speaker sets out to find the wicked but fails to find any. It contrasts with the expectation of finding wickedness when actively searching for it.

Kabir And Thiruvalluvar

- "In suffering, everyone remembers and meditates, but no one does so in joy."

  The statement presents a paradoxical situation where people tend to remember and meditate during times of suffering but not during times of joy. This contrast highlights a common tendency in human behaviour that may seem contradictory or unexpected.

Oxymoron

An oxymoron is a literary device that juxtaposes two contradictory or opposing words or concepts within a phrase. For ex,

"A mute person eating a raw mango, smiles"

The line presents an oxymoronic situation where a person who is typically unable to speak ("mute") expresses joy or satisfaction through a physical action ("smiles"). This contrast creates a vivid and striking image.

Antithesis

Antithesis is a rhetorical device in which two opposite ideas are juxtaposed in a parallel structure to create a contrasting effect. It involves the use of contrasting words, phrases, clauses, or sentences to highlight the contrast between them. For ex,

- "Neither seeking friendship, nor holding enmity towards anyone"

  The line juxtaposes two contrasting ideas: seeking friendship and holding enmity. The antithesis in the statement highlights a balanced way of dealing with relationships. It suggests not getting too involved in making friends or holding grudges against others. Instead, it promotes staying neutral and calm in interactions with people.

- "Outward purity the water will bestow;
  Inward purity from truth alone will flow."

  The contrast between "Outward purity" and "Inward purity" highlights opposing ideas, emphasising the importance of both external and internal purity, albeit achieved through different means.

- "In flesh by fire inflamed, nature may thoroughly heal the sore;
  In soul by tongue inflamed, the ulcer health never more."

  The contrast between the two lines, one describing the potential for healing in nature for physical wounds and the other emphasising the irreparable harm caused

by hurtful words to the soul, creates an antithesis. This contrast highlights the different outcomes of physical and spiritual afflictions.

INTEXT QUESTIONS 17.4

1. Identify the figure of speech used in each sentence.

   i. "Slowly, slowly, O mind, everything happens at its own pace."

   ii. "What's the use of being big, like a date tree?

   The traveller finds no shade, and the fruit remains far away."

   iii. "Are pleasure – boat to bear the doomed to ruin's shore."

   iv. "Of greatness and of meanness too,
   The deeds of each are touchstone true."

   v. "In sandy soil, when deep you delve, you reach the springs below; "

2. Create a sentence for each type of figure of speech:

   i. Simile

   ii. Metaphor

   iii. Personification

   iv. Hyperbole

3. Explain the meaning or imagery conveyed by the figure of speech in the following sentences:

   i. "Time is a thief in the night."

   ii. "The wind whispered its secrets through the trees."

   iii. "Her smile was a ray of sunshine on a cloudy day."

LET'S WRITE

Read the following conversation between Bappa and Nitu and write a short paragraph based on it.

"Hey, how's it going?" asked Bappa as he entered the room.

"Not bad, just catching up on some reading," replied Nitu, not looking up from her book.

"What are you reading?" Bappa inquired, curious.

"It's a book on ancient Indian philosophy," Nitu answered, finally lifting her gaze. "It's quite fascinating."

"I've heard about that! What's it all about?" Bappa asked, settling into a chair.

"Well, it's incredibly diverse," Nitu explained. "There are different schools of thought, each with its own unique perspective on life and existence."

"Interesting," mused Bappa . "Can you give me an example?"

"Sure," Nitu said. "Take the concept of 'dharma' in Hindu philosophy, for instance. It's not just about duty; it's about living in harmony with the cosmic order."

"Fascinating," remarked Bappa . "And what about Buddhism?"

"Buddhism focuses on the impermanence of everything and the idea of ending suffering through enlightenment," Nitu elaborated. "It's about understanding the nature of reality and finding inner peace."

"Wow, ancient Indian philosophers were really ahead of their time," exclaimed Bappa, impressed.

"Absolutely," Nitu agreed. "Their insights still resonate today and offer valuable perspectives on life and the human condition."

WHAT HAVE YOU LEARNT

WHAT YOU HAVE LEARNT

- Both Kabir and Thiruvalluvar emphasise the importance of humility and simplicity in life. Kabir's dohas often criticise ego and pride, highlighting the value of humility. Thirukkural advises that modesty and humility bring respect and peace.
- Kabir advocates for universal love and compassion, urging people to transcend religious and social divides. Similarly, Thirukkural underscores compassion as a fundamental virtue, stating that a compassionate heart brings happiness and moral integrity.

- Kabir emphasises self-reflection, urging individuals to look within to find truth and God, rather than seeking external validation or ritualistic practices. Thiruvalluvar, too, speaks of self-control and inner purity, suggesting that a virtuous inner life is key to external success.

- Both texts caution against excessive attachment to material wealth and possessions. Kabir highlights the transient nature of life and the futility of material pursuits. Thirukkural advises moderation, stressing that true wealth lies in virtue and wisdom rather than in material accumulation.

- Thirukkural places great emphasis on the acquisition of knowledge, wisdom, and the pursuit of truth. Kabir also highlights the need for spiritual wisdom, urging individuals to go beyond superficial learning and seek deeper understanding and enlightenment.

- Both Kabir and Thiruvalluvar stress the importance of ethical conduct and moral values. Kabir's dohas encourage truthfulness, kindness, and non-violence. Thirukkural offers a comprehensive guide on moral living, covering topics such as justice, charity, honesty, and family values.

TERMINAL QUESTIONS

1. What does Kabir lament about when witnessing grinding stones at work?

2. Where does Kabir find the evil in this world, and what is the lesson he imparts through this observation?

3. According to Kabir, how much is enough for sustaining the family, and what values does this reflect?

4. Why does Kabir refer to a mute person's smile, and what profound message does this convey about divine love?

5. What does Kabir want to teach with the example of the date tree, and what message does it convey about substance over appearance?

6. In the couplet discussing the qualities of a ruler from the chapter on "On not Slumbering in one's Duty," what virtues and responsibilities does Thiruvalluvar highlight?

7. In the couplet advising on "Seeking the Right Place," what does Thiruvalluvar

recommend regarding the environment one should choose?

8. In the couplet from the chapter on "The Essentials of a State," what qualities does Thiruvalluvar emphasise for a good ruler or leader?

9. What is the message in the couplet from the chapter on "The Importance of Self-Control" regarding the enduring value of inner strength and goodness?

10. Explain the wisdom conveyed in the couplet from the chapter on "The Importance of Self-Control" regarding the significance of inner virtues over external beauty.

Notes

ANSWERS TO INTEXT QUESTIONS

17.1.1

1. b) Impermanence and change.
2. Kabir laments about the transient nature of life and the inevitability of change.

17.1.2

1. Kabir finds the evil within himself, not in the world around him. Through introspection, he realizes that the true source of wickedness lies in his own mind and heart.
2. The lesson Kabir imparts is that self-reflection is essential. Instead of judging others, we should examine our own flaws and work on self-improvement, as true understanding and growth come from within.

17.1.3

1. b) Speak softly and kindly
2. Kabir suggests speaking words that are gentle, compassionate, and uplifting to others.

17.1.4

1. Kabir suggests the mind to have patience because he believes that everything in life unfolds at its own pace.
2. Kabir uses the metaphor of a gardener watering plants to convey the essence of patience.

17.1.5

1. b) Never experience hunger.
2. According to Kabir, 'enough' means having just sufficient to care for his family and ensuring none goes hungry.

17.1.6

1. Kabir uses the example of the date tree to convey the idea that mere physical size or grandeur is not inherently valuable if it does not serve a practical purpose or provide benefit to others.
2. The essence of Kabir's couplet "Bada Hua To Kya Hua" is to emphasise the insignificance of material wealth, power, or physical stature if they do not bring about positive change or benefit others.

17.1.7

1. d) Happiness and well-being.
2. This couplet reveals that Kabir's approach to human relationships is one of neutrality and benevolence. He neither seeks friendship nor holds enmity towards anyone, indicating a stance of equanimity and goodwill towards all individuals.

17.1.8

1. b) Deep contemplation
2. Kabir suggests becoming wise not merely through extensive reading or memorisation of scriptures but through deep contemplation. Thus, Kabir emphasises the importance of introspection and understanding rather than rote learning.

17.1.9

1. Kabir believes we feel sad because we focus too much on our troubles and bad times. We often think about them, making ourselves feel even worse.
2. Kabir suggests that if we learn to let go of both happiness and sadness, we can find peace. Instead of only meditating when we're sad, we should also do it when we're happy. This helps us understand that joy and sorrow are just temporary feelings, and we can rise above them by finding inner peace through meditation.

Notes

17.1.10

1. a) Impossible to narrate.
2. Kabir refers to a mute person's smile to emphasise the idea that expressions of love can transcend verbal communication. Even without words, the mute person's smile communicates joy and contentment, highlighting the power of non-verbal communication and the depth of emotion that love can evoke.

17.2.1

1. Thiruvalluvar associates qualities like sharing domestic life and possessing household virtues with a fulfilling life.
2. The couplet highlights the significance of wealth earned through honest means, suggesting it brings respect and spiritual fulfilment, even to the extent of being honoured among the gods in heaven.

17.2.2

1. c) Pleasant qualities and diligence.
2. Thiruvalluvar emphasises the importance of possessing pleasant qualities and diligence for a ruler or leader.

17.2.3

1. b) Ignore harm and wrongdoing.
2. Thiruvalluvar advises against responding to harm or wrongdoing with further harm or retaliation. Instead, he advocates for maintaining one's composure and not stooping to the level of those who have wronged you.

17.2.4

1. In this couplet, Thiruvalluvar compares slander to a form of governance or leadership. Specifically, he likens slander to a ruler or authority figure in the context of governance.
2. Regarding slander, Thiruvalluvar advises against it. He suggests that if everyone focused on their own faults instead of maliciously scrutinising those of their neighbours, no harm or evil would befall anyone.

17.2.5

1. d) The significance of outward purity.

2. Just and fair governance, rooted in truth and integrity, is crucial for effective leadership and societal well-being.

17.2.6

1. b) Empathy and care

2. Thiruvalluvar highlights the qualities of a ruler such as military prowess, wealth, ministerial competence, and the support of friends and fortifications.

Notes

17.2.7

1. d) Find solitude in nature.

2. The advice is to continuously seek knowledge and wisdom, as it leads to a better understanding of one's surroundings and finding the right place in life.

17.2.8

1. a) Greatness and mediocrity.

2. Thiruvalluvar emphasises that the deeds of each, whether they are great or mean, serve as a true touchstone. This implies that both greatness and mediocrity are tested or judged by their actions, indicating the importance of one's conduct regardless of their status or achievements.

17.2.9

1. c) It fades with time.

2. Thiruvalluvar emphasises the importance of cultivating inner virtues, as they are enduring and contribute to one's true greatness.

17.2.10

1. b) Chastity.

2. Thiruvalluvar advises people to resist the temptations of pleasure-seeking behaviours and instead focus on discipline, diligence, and mindful action to avoid downfall.

17.3

1. i. Mom asked him to clean his room.

   ii. She warned not to eat all the cookies.

Notes

iii. He suggested going to the park.

iv. The teacher commanded us to close the window.

v. The usher requested to be quiet during the movie.

vi. Sarah reminded him not to forget to call her later.

vii. The professor instructed us to hand in assignments by Friday.

viii. She offered to let her know if she needed any help.

ix. He pleaded not to be late.

x. Mom insisted on finishing dinner before dessert.

2. i. "Be quiet," she told him.

ii. "Submit your assignments by Friday," the teacher asked the students.

iii. "Let's take a break," they suggested.

iv. "Don't open the door for strangers," he told her.

v. "Finish the project before the deadline," the manager instructed the employees.

vi. "Eat more fruits and vegetables," Sarah's mother advised her.

vii. "You should get more rest," the doctor recommended.

viii. "Let's visit the museum first," the tour guide suggested.

ix. "Practise harder," the coach told the team.

x. "Help me with my homework," my friend asked me.

17.4

1. i. Repetition, Personification

ii. Simile, metaphor, imagery, irony, symbolism

iii. Symbolism

iv. Antithesis, parallelism, metaphor

v. alliteration, metaphor, imagery

2. Individual answer

3. Individual answer

18

READING WITH UNDERSTANDING (Nation builders of India: Vallabh Bhai Patel and Bal Gangadhar Tilak)

This lesson is about the two prominent nation-builders of India: Bal Gangadhar Tilak and Sardar Vallabhbhai Patel. This lesson aims to provide an understanding of the contributions of these leaders in India's struggle for independence and nation-building.

LEARNING OUTCOMES

After studying this lesson, the learner:

- Analyses and evaluates different passages written in English;
- Interprets short theme-based passages by close reading, and answers questions on those passages.

18.1 LOKMANYA BAL GANGADHAR TILAK

Bal Gangadhar Tilak was born on July 23, 1856, in Ratnagiri, Maharashtra. He hailed from a Brahmin family and received an early education rooted in Indian culture and heritage. His quest for knowledge led him to pursue higher education in mathematics and law.Tilak's entry into politics was marked by his deep sense of national pride and a call for Swaraj. He became a part of the Indian National Congress but later founded the extremist wing within the Congress, advocating for a more assertive approach towards achieving independence. His newspaper, "Kesari," and later "Maratha," became powerful platforms for spreading nationalist ideas.

One of the most famous incidents from Bal Gangadhar Tilak's life is the story of how he popularised the Ganesh Chaturthi festival as a public celebration. When Tilak was a young boy, he witnessed a group of children in his neighbourhood playing outside during the Ganesh Chaturthi festival. These children were upset because they couldn't

Notes

openly celebrate the festival due to restrictions by the British colonial authorities.Tilak was deeply moved by this incident and felt that the cultural and religious traditions of India were being suppressed. In response, he had a brilliant idea – he decided to make the Ganesh Chaturthi celebration a public event. He believed that by celebrating the festival openly and bringing people together, they could assert their cultural identity and build a sense of unity and pride.This initiative led to the public celebration of Ganesh Chaturthi, a tradition that continues to this day in many parts of India, where communities come together to worship Lord Ganesha with elaborate processions, music, and dance.

Another notable initiative he took was the celebration of the Shivaji festival.In 1895, Tilak organised a grand Shivaji festival in Pune to commemorate the Maratha warrior king, Chhatrapati Shivaji Maharaj. This festival was not just about remembering the past but also about inspiring people to take pride in their culture and history. The festival included processions, historical exhibitions, and cultural events that brought the community together.Tilak's vision was to remind people of the valour and bravery of leaders like Shivaji and to instil a sense of patriotism and pride in their Indian identity. His efforts to revive and celebrate India's rich history contributed to the cultural awakening of the time.

Bal Gangadhar Tilak was a passionate leader who believed in direct action to achieve independence. Bal Gangadhar Tilak was known for his powerful speeches and his ability to mobilise the masses. In a memorable incident during a public gathering, Tilak declared, "Swarajya is my birthright, and I shall have it!" This powerful statement became a rallying cry for the independence movement and inspired countless Indians to join the struggle for self-rule.Tilak's words resonated deeply with people from all walks of life, igniting a sense of national pride and determination to work towards achieving Swaraj (self-rule). This declaration became an iconic moment in India's fight for independence and galvanised the spirit of freedom among the masses.His ability to mobilise the masses and his call for non-cooperation with the British authorities during the Swadeshi Movement and the boycott of foreign goods had a profound impact on the freedom struggle.

Tilak was not only a nationalist but also a reformer. He worked to promote education among the masses and emphasised the importance of cultural and linguistic identity. His efforts in the field of education and his contributions to the development of the Ganesh Chaturthi festival as a public celebration were notable.Tilak's unwavering commitment to the cause of independence led to several imprisonments by the British colonial authorities. He spent a significant part of his life behind bars, enduring hardships

for his convictions. Despite this, he remained a steadfast and inspirational figure for many.

One significant aspect of Bal Gangadhar Tilak's prison life was his commitment to the cause of Indian independence while incarcerated at Mandalay Central Jail in Burma. Despite the challenging conditions, Tilak continued to write prolifically. He authored several works, including "The Arctic Home in the Vedas" and "Gita Rahasya," during his imprisonment. These literary works not only showcased his intellectual prowess but also played a vital role in inspiring the Indian masses to join the struggle for freedom. His writings were smuggled out of prison and published in newspapers, amplifying the call for independence and demonstrating his unwavering dedication to the cause even from behind bars.

Bal Gangadhar Tilak's legacy is multifaceted. He is remembered as a passionate nationalist who ignited the spirit of self-rule among the masses. His contributions to the Swadeshi Movement, the promotion of education, and the assertion of cultural identity continue to influence India's socio-political landscape.Bal Gangadhar Tilak's life and work exemplify the power of unwavering determination and the ability of one individual to inspire a nation. His call for Swaraj and his role in shaping India's struggle for independence make him a revered figure in India's history, a true patriot who dedicated his life to the cause of freedom.

INTEXT QUESTIONS 18.1

Choose the correct option for each question.

1. What were the names of the newspapers started by Tilak?

   a) Kesari and Maratha

   b) The Times of India and Hindustan Times

   c) Swarajya and Young India

   d) The Pioneer and The Tribune

2. Which festival did Bal Gangadhar Tilak start to celebrate in public?

   a) Holi   b) Ganesh Chaturthi

   c) Diwali   d) Eid

Notes

3. What did Tilak mean by the statement "Swarajya is my birthright, and I shall have it?"

   a) He demanded a salary increase for government officials.

   b) He asserted his right to celebrate religious festivals openly.

   c) He declared his unwavering determination to achieve self-rule for India.

   d) He insisted on becoming the President of the Indian National Congress.

4. What did Tilak do when he was imprisoned?

   a) He organised a cricket tournament.

   b) He authored literary works like "The Arctic Home in the Vedas."

   c) He went on a hunger strike.

   d) He travelled to London to meet with British officials.

5. Where was Tilak imprisoned when he wrote his book "Gita Rahasya"?

   a) Alcatraz Prison, USA

   b) Tihar Jail, India

   c) Mandalay Central Jail, Burma

   d) Robben Island, South Africa

18.2 SARDAR VALLABHBHAI PATEL - THE IRON MAN OF INDIA

Vallabhbhai Patel was born on October 31, 1875, in Nadiad, Gujarat, India, into a humble agricultural family. From a young age, he displayed remarkable **determination** and a thirst for knowledge. Patel's journey led him to study law at the Middle Temple Inn in London, England, where he honed his legal skills and developed a keen sense of justice.Upon returning to India in 1913, Patel began his legal career as a barrister in Ahmedabad. His sharp legal acumen, coupled with his deep concern for social issues, quickly gained him recognition. Patel's legal practice became a platform through which he advocated for the rights of the underprivileged and disenfranchised, setting the stage for his future political career.

Patel's growing involvement in India's freedom struggle drew him towards the Indian National Congress. His tireless efforts and unwavering commitment to the cause of independence led him to rise through the ranks of the Congress, earning respect and

Notes

admiration for his leadership.Sardar Patel's commitment to India's independence was unwavering. He was not only a vocal proponent but also a staunch practitioner of nonviolent resistance. During the struggle for independence, Sardar Vallabhbhai Patel played a crucial role in the Kheda Satyagraha, a historic episode of nonviolent resistance against the British colonial administration. In Kheda, Gujarat, poor farmers were facing a severe crop failure, and they were unable to pay land revenue to the British government.Sardar Patel, known for his empathetic leadership, took up the cause of these distressed farmers. He led the Kheda Satyagraha, urging the farmers to withhold their taxes and demanding relief from the oppressive revenue policies. His participation in various civil disobedience movements earned him numerous prison sentences, but he remained resolute in his convictions. Sardar Vallabhbhai Patel's leadership during the Bardoli Satyagraha is a remarkable story. In 1928, the British government increased land revenue rates in the Bardoli region of Gujarat, causing immense hardship to the local farmers. Patel took up the cause and led the Bardoli Satyagraha to protest against this unjust policy. The Bardoli Satyagraha of 1928, under his leadership, stands as an iconic example of his dedication to the cause, earning him the revered title of "Sardar" or "Leader."

During the final stages of India's struggle for independence, Patel played a pivotal role in negotiations with the British authorities. His strategic acumen and diplomatic finesse were instrumental in securing India's hard-fought independence in 1947. He not only played a key role in convincing the British to grant independence but also in persuading the princely states to accede to the newly independent India.

After India's independence, Sardar Vallabhbhai Patel assumed the crucial role of India's first Deputy Prime Minister and the Minister of Home Affairs in the inaugural government led by Prime Minister Jawaharlal Nehru. In this capacity, he faced monumental challenges. Patel's leadership was particularly evident in the integration of the princely states. His skillful diplomacy and persuasive abilities played a crucial role in peacefully assimilating over 500 princely states into the Indian Union, ensuring India's territorial integrity.

Sardar Vallabhbhai Patel faced another daunting challenge – the integration of Hyderabad, a princely state with a Muslim Nizam who was reluctant to accede to India. The Nizam of Hyderabad wanted to remain independent or possibly join Pakistan.Sardar Patel embarked on a mission to peacefully integrate Hyderabad into India. However, negotiations with the Nizam proved challenging. The situation escalated, leading to the "Operation Polo" military action in September 1948. Indian forces quickly and effectively defeated the Nizam's army, leading to the accession of Hyderabad to India.

Notes

Another remarkable incident from Sardar Vallabhbhai Patel's life is related to the integration of the princely state of Junagadh into the Indian Union. Junagadh, located in present-day Gujarat, was a princely state with a Muslim ruler, Nawab Muhammad Mahabat Khan III, who decided to accede to Pakistan after India gained independence in 1947. Sardar Patel was faced with the challenging task of bringing Junagadh, which had a Hindu-majority population, into the Indian Union. Despite the Nawab's decision to accede to Pakistan, Patel was determined to ensure the territorial integrity of India. He initiated negotiations, and when diplomacy failed, he decided on a bold move.In an unexpected turn of events, Sardar Patel organised a successful police action, sending Indian forces to Junagadh to secure the region. This move led to the integration of Junagadh into India, ensuring that the territory stayed united with the newly formed nation. This demonstrates his determination and strategic thinking in pursuing his goals like securing the unity of a newly independent India.

That is why Sardar Vallabhbhai Patel's most enduring legacy is his contribution to national unity and integration. His nickname, "Iron Man of India," symbolises not only his unwavering determination and strong leadership but also his role in forging a united, democratic, and federal India.In honour of his memory and lasting impact, the "Statue of Unity," the world's tallest statue, was inaugurated on October 31^{st}, 2018, in Gujarat. This towering statue, standing at 182 metres (597 feet), represents not only Patel's physical stature but also his monumental stature in Indian history.

Sardar Vallabhbhai Patel's life story serves as an inspiration for generations, illustrating the power of determination, diplomacy, and leadership in shaping a nation's destiny. His contributions to India's freedom struggle and the consolidation of the country post-independence make him an enduring symbol of national pride and unity.

INTEXT QUESTIONS 18.2

1. What was Sardar Patel's profession before entering politics?

   a) Doctor

   b) Lawyer

   c) Engineer

   d) Teacher

Notes

2. Which historic event is associated with Sardar Vallabhbhai Patel's leadership in Gujarat?

   a) Quit India Movement

   b) Jallianwala Bagh Massacre

   c) Kheda Satyagraha

   d) Non-Cooperation Movement

3. What role did Sardar Vallabhbhai Patel play in the integration of princely states into India?

   a) He opposed the integration of princely states.

   b) He played no role in this process.

   c) He was instrumental in peacefully integrating over 500 princely states into the Indian Union.

   d) He led the princely states in a revolt against British rule.

4. Which princely state posed a significant challenge to Sardar Patel's efforts at integration due to its Nizam's reluctance to accede to India?

   a) Kashmir

   b) Hyderabad

   c) Junagadh

   d) Travancore

5. What significant action did Sardar Patel take to integrate the princely state of Junagadh into the Indian Union?

   a) He initiated negotiations with Pakistan.

   b) He organised a referendum.

   c) He conducted a police action.

   d) He appealed to the United Nations for intervention.

Notes

ANSWERS TO INTEXT QUESTIONS

18.1

1. a) Kesari and Maratha
2. b) Ganesh Chaturthi
3. c) He declared his unwavering determination to achieve self-rule for India.
4. b) He authored literary works like "The Arctic Home in the Vedas."
5. c) Mandalay Central Jail, Burma.

18.2

1. b) Lawyer
2. c) Kheda Satyagraha
3. c) He was instrumental in peacefully integrating over 500 princely states into the Indian Union.
4. b) Hyderabad
5. c) He conducted a police action.

19

READING WITH UNDERSTANDING (International Fight against Drug Abuse and Illicit Trafficking)

This lesson focuses on the international fight against drug abuse and illicit trafficking. It explores the global efforts aimed at addressing this pressing issue, understanding the challenges involved, and examining strategies employed to create a safer and healthier world. It delves into the complexities of the problem and discovers how nations collaborate to combat the menace of drugs and illicit trafficking.

LEARNING OUTCOMES

After studying this lesson, the learner:

- Analyses and evaluates different passages written in English;
- Interprets short theme-based passages by close reading, and answers questions on those passages.

19.1 SECTION I

On this International Day against Drug Abuse and Illicit Trafficking, we celebrate the choice that millions of people around the world have made to live healthily, and we applaud the courage shown by those who have stopped using drugs. In doing so, we send a positive message to all people who use or might be tempted to use drugs: 'Value yourself... make healthy choices.'

This day is also an occasion to highlight the fact that nearly 200 million people are still consuming illegal drugs. These drugs might have names that sound colourful or enticing, such as crack, pot, junk, crystal meth, and disco biscuits. But these are little more than tickets to a dead end. For those trapped by addiction, treatment is a way out, and the choice to seek treatment is not only courageous, but often life-saving. Those who have

Notes

not ventured down the path of drug abuse should learn the lesson from those who have, and firmly choose not to.

Making healthy choices also means choosing a lifestyle that has a positive effect on the body and mind, including, for example, participation in sports to improve health and well-being, teach the value of teamwork and discipline, and build self-confidence.

[Message by The Secretary General, UN on the occasion of the International Day against Drug Abuse and Illicit Trafficking, 26th June, 2005]

INTEXT QUESTIONS 19.1

1. Based on your understanding of the message given above, answer the following questions.

   a) What is the occasion for this message?

   b) What message has been conveyed through this passage? To whom is the message addressed?

   c) Why does the writer say that those who are not drug addicts should firmly choose not to fall victim to drug addiction?

   d) To what healthy choices does the author refer?

   e) What should people resolve on the occasion?

   f) What does the author mean when he says, "Let us encourage all our fellow human beings to make personal choices to lead healthy lives?"

2. Which words in the message means similar to the following:

   a) not allowed by law (Para 1) : ______________________

   b) to express praise/appreciation (Para 1) : ______________________

   c) falling victim to an evil design (Para 2) : ______________________

   d) taking step into danger knowingly (Para 2) : ______________________

19.2 SECTION II

Drug addiction is a treatable disorder. Through treatment that is tailored to individual needs, patients can leave their condition and live normal, productive lives. Like people with diabetes or heart disease, people in treatment of addiction learn behavioural changes and often take medications as part of their treatment regimen.

Behavioural therapies can include counselling, psychotherapy, support groups, or family therapy. Treatment offers help in suppressing the withdrawal syndrome and drug craving and in blocking the effects of drugs. Studies show that treatment for heroin addiction using methadone at an adequate dosage level combined with therapy reduces death rates and many health problems associated with heroin abuse.

In general, the more treatment given, the better the results. Many patients require other services as well, such as medical and mental health services and HIV prevention services. Patients who stay in treatment longer have better outcomes than those who stay less time. Patients who go through medically assisted interventions with minimised discomfort but do not receive any further treatment, perform about the same in terms of those who were never treated. Over the last 25 years, studies have shown that treatment works to reduce drugs and crimes committed by drug-dependent people. Researchers also have found that drug abusers who have treatment are more likely to have jobs.

The ultimate goal of all drug abuse treatment is to enable the patient to achieve lasting abstinence, but the immediate goals are to reduce drug use, improve the patient's ability to function, and minimise the medical and social curse of drug abuse.

There are several types of drug abuse treatment programmes. Short-term methods last less than 6 months and residential therapy, medication therapy, and drug-free outpatient therapy. Longer term treatment may include for example, methadone maintenance outpatient treatment for opiate addicts and residential therapeutic communication treatment.

INTEXT QUESTIONS 19.2

1. Complete the following passage with the information contained in the passage.

Notes

Drug addiction is ________(i)_______ can be treated. The treatment given to the addicts is according to ________(ii)_______ needs. After treatment the patient can ________(iii)_______ life. The treatment makes certain behavioural changes. This therapy includes ________(v)_______, and ________(vi)_______. This treatment suppresses ________(vii)_______ and _______(viii)________. Use of adequate dose of methadone combined with behavioural therapy reduces _______(ix)________and ________(x)_______ associated with heroin abuse.

If the patient gets treatment _______(xi)________ the results are better. As a result of treatment, the number of _______(xii)________ committed by the drug addicts comes down. Main aim of drug abuse treatment is________(xiii)_______ and _______(xiv)________ function.

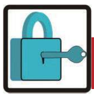
2. Which words in the passage mean similar to the following:

   i) a systematic plan or set of rules (Part 1) : ______________________

   ii) most important/main (Para 4) : ______________________

   iii) To have effect for a long time (Para 4) : ______________________

   iv) Enough in quantity (Para 2) : ______________________



ANSWERS TO INTEXT QUESTIONS

19.1

1. a) International Day against Drug Abuse and Illicit Trafficking

   b) Message: 'Value yourself '— make healthy choices to people who are not yet drug addicts but might be tempted.

   c) Drug addiction leads to a dead end.

d) Choosing a lifestyle leading to positive effect on the mind and body or they may participate in sports, learn values of teamwork and discipline.

e) That they would create and live in a drug free society and that people should lead healthy lives.

f) That people should create environment that would encourage people to lead healthy life and adopt positive outlook

2. a) Illicit

   b) Applau

   c) Trapped

   d) Ventured

19.2

1. i. a disorder that

   ii. individual

   iii. lead a normal

   iv. counselling

   v. psychotherapy

   vi. family therapy

   vii. withdrawal syndrome

   viii. drug craving

   ix. death rate

   x. many health problems

   xi. for long

xii. crimes

xiii. to reduce drug use

xiv improve the patient's ability to.

2. i. Regimen

ii. Ultimate

iii. Lasting

iv. Adequate

20

READING WITH UNDERSTANDING
(Losar and Bihu)

Ladakh, often referred to as the "Land of High Passes," is a region in the northernmost part of India, known for its breathtaking landscapes and vibrant culture. Among its many cultural events, the Losar Festival stands out as a captivating celebration. Losar, meaning "new year" in Tibetan, holds immense significance in Ladakh as it marks the beginning of the Tibetan New Year. This festival, celebrated with great enthusiasm, features the cleansing of homes, colourful decorations, and the mesmerising Cham Dance performed by monks. The entire region comes alive with colourful lights, creating a magical atmosphere during this joyous occasion.

In the northeastern state Assam, the Bihu Festival is a cultural extravaganza deeply rooted in tradition and agriculture. Bihu, celebrated with fervour, signifies the stages of the farming calendar. The most important among the three Bihu festivals is Bohaag Bihu, also known as Rongali Bihu, which heralds the Assamese New Year and the arrival of spring. Farmers bathe their livestock, perform rituals, and engage in merriment marked by music and dance. Kati Bihu observes the middle of the agricultural cycle, while Magh Bihu marks the end of the harvest season, focusing on traditional cuisine, bonfires, and cultural dances like the vibrant Bihu dance.

LEARNING OUTCOMES

After completing this lesson, the learner:

- Analyses and evaluates different passages written in English;
- Interprets short theme-based passages by close reading, and answers questions on those passages.

21.1 LOSAR

Ladakh, known as the "Land of High Passes," is indeed a region of mesmerising beauty and charm. Located in the northernmost part of India, Ladakh's unique landscapes, pristine scenery, and vibrant culture continues to allure thousands of tourists every year. One of the most captivating cultural events in Ladakh is the Losar Festival.

Losar translates to *Lo* meaning year and *Sar* meaning new. The festival holds particular importance in Ladakh, as it marks the beginning of the Tibetan New Year. It is celebrated with much pomp and show and holds a significant place in the hearts of the people of Ladakh as it typically falls during the winter months when the region is often covered in snow. Losar in India is celebrated with all the fervour that the festival sees in Tibet and Ladakh is a fine example of it.

The festivities begin by people cleaning up their homes and starting preparations for the performances that take place in various monasteries. Old items are discarded from homes, and bright and colourful decorations adorn each house. The *gompas,* or Buddhist monasteries, are decorated as part of the celebrations.

An integral feature of the festival is the 'Cham Dance', a masked dance usually performed by monks, where the dancers wear colourful and elaborate costumes and masks and perform the 'devil dance' signifying the triumph of good over evil. They perform and dance for the entertainment of the gods and followers who visit the monasteries to pray during Losar.

One of the attractive features of Losar is the way Ladakh lights up during this time. The entire region comes alive with colourful lights and prayer lamps adorning buildings, houses, monasteries, and shops. The visual spectacle transforms Ladakh into a magical wonderland, creating a magical atmosphere

Few days before the festival begins, the occasion of 'khepa' is observed, when people fetch small branches of a thorny bush and keep at their house doors to seek protection from the evil spirits

Losar isn't limited to just one day of festivities; rather the celebrations extend for fifteen days as people welcome the New Year and celebrate agricultural prosperity. During this period, the community comes together to engage in various rituals and celebrations. People gather to offer prayers for blessings and good fortune, participate in traditional dances, and sing songs. They decorate the doors, walls of the kitchen and wooden columns with auspicious images of the Ibex deer and other symbols. Some individuals embark on pilgrimages to sacred sites like Mount Kailash as part of their spiritual journey.

The first day of the festival 'Lama Losar', meaning 'the Festival of the Guru', is marked by processions and grand feasts that are also offered to the gods and ancestors. On the second day people visit their relatives taking with them traditional gifts as the New Year's greetings. The third day is marked by visits to monasteries with offerings of herbs, animals and demons made from a kind of dough. In the evening of the third day, there is a tradition of sky-gazing, where people look up to spot the first moon of the year, and offer prayers for a prosperous harvest.

During the festival time, the Ladakhis witness ancient ceremonies to represent the between good and evil, one such ceremony is the *Metho* ceremony wherein hundreds of people with flaming torches and chanting prayers parade on the streets to ward away the negative spirits and hungry ghosts.

What makes the Losar Festival even more appealing to tourists is that visitors have the opportunity to witness and participate in the unique rituals, songs, dances, and cultural performances that make this festival so special. It provides an immersive experience into Ladakh's rich cultural heritage and enriches one's understanding of the culture of this land.

Losar Festival has deep roots in Ladakh's history and culture, serving as a unifying force within the community. The celebrations kick off with families coming together to offer prayers and sharing in the festivities. This sense of togetherness and shared traditions strengthens the social bonds among the people of Ladakh

In essence, the Losar Festival in Ladakh can be described as a grand, colourful, and exciting celebration that spans many days. It is a time of illumination, traditional dances, heartfelt prayers, and cherished customs that bring joy and unity to the entire Ladakhi community. It showcases the region's rich cultural tapestry and offers a unique and memorable experience for both locals and tourists alike.

It's Also a fascinating fact that Losar festival is not limited only to Ladakhonly bit is also celebrated in Kinnaur, Spiti, Sikkim, and Arunachal Pradesh with fervour and joy, a time when people come together to welcome the New Year with prayers, traditions, and cultural festivities.

Notes

INTEXT QUESTIONS 20.1

Complete the following statements by ticking the correct option from the given choices

1. Losar festival is celebrated to mark
   a) the snowfall in the winter months
   b) the season for crossing the high passes
   c) the beginning of the Tibetan New Year
   d) the arrival of tourists in Ladakh

2. The word *cham* refers to
   a) a monastery
   b) a type of dance
   c) an elaborate costume
   d) a mask worn in a dance

3. Which of the following does **NOT** happen before the start of the Losar celebrations?
   a) people cleaning and decorating their homes
   b) people getting ready for performing in monasteries
   c) people keeping thorny bushes outside their doors
   d) people trying to spot the first moon of the tear

4. The *metho* ceremony involves
   a) visiting monasteries with offerings
   b) decorating homes with images of the Ibex deer
   c) holding processions and grand feasts
   d) parading streets with flaming torches

Notes

5. Tourists who come to visit Ladakh find the Losar festival very appealing as they can

   a) experience the rituals and cultural performances

   b) go on a pilgrimage to sacred sites like Mount Kailash

   c) enjoy visiting gompas and monasteries of Ladakh

   d) wear the colourful and unique costumes of Ladakh

6. Which word in Paragraph 1 means *extremely fresh and clean as if new or in a very good condition?*

   a) mesmerising

   b) pristine

   c) vibrant

   d) captivating

7. Which word in Paragraph 4 means the opposite of *defeat*?

   a) triumph

   b) integral

   c) elaborate

   d) evil

8. Which word can replace the word *spectacle* in Paragraph 5 without changing the meaning in any way?

   a) vision

   b) wonder

   c) performance

   d) sight

20.2 BIHU

Fairs and festivals are an integral part of Indian life. Many of these celebrations relate to harvest farming being the predominant occupation in India. Most of these festivals have their distinct cuisine, apparel, and festivities. Onespecial festival from Assam, the

Notes

Bihu festival, is celebrated by all the ethnic (cultural) and religious communities across the state. Bihu celebrations are said to date back to many centuries when people performed fire sacrifices to improve harvest. It is also said that the first Bihu dance was performed in 1694.

The word Bihu has two distinct meanings. The first meaning comes from the Sanskrit word *bishu* that means "to ask blessings and prosperity from the Gods" during harvesting season. The second meaning, as per belief, is by breaking the word Bihu into two, *bi* meaning "ask" and *hu* meaning "give".

Bihu is the soul of Assamese life and is celebrated across the state with tremendous zeal and fervour to mark important phases in the farming calendar of Assam. There are three Bihu festivals with each of them having their own significance and their special traditions or celebrations.

Bohaag Bihu, also called the *Rongali* Bihu,is the most important of all the Bihu festivals.It heralds the Assamese New Year and the onset of spring. The word *rong* in Rongali denotes happiness and the festival falls at a time in Baisakh (mid April) when there is not much work for the cultivators, and there is a plentiful store to enjoy. Therefore, it is a festival of merriment marked by music and dance. Farmers take their livestock to a pond or river to bathe them, which is regarded as a holy process. They then make a *Mah-Haldi* paste from turmeric powder and pulses, which is applied to the body of the livestock. The animals subsequently fondle the twigs of *Makhiyati* and *Dighalati* plants.

Kati Bihu is celebrated in mid-October, during the middle of the agricultural cycle and marks the completion of sowing and transplanting of paddy (rice). It is a time when the farmers are facing a scarcity of food items and money. They hope the crops will be healthy so that they are able to reap a good harvest. Unlike the other Bihus, Kati Bihu is a modest festival and is a celebration of the poor. That is why it is also known as *Kongaali* Bihu. An earthen lamp is lit near the Tulsi plant which is called *Tulsi Bheti*. Lamps are lit in the paddy fields and prayers are offered to the Goddess for the wellbeing of the family and for a good harvest.

Magh Bihu marks the end of the harvest season. This festival begins with a feast known as *bhoh* (bhoj). Magh Bihu, also called *Bhogali* Bihu, is basically the festival of traditional cuisine. The eve of the Magh Bihu is called the *Uruka,* when family and friends get together and feast around a bonfire by offering special dishes, namely, *Maah Khorai*, a dish made with rice, sesame seeds, gram and peanuts and *Pitha*, a sweet made from rice. Young boys build *meji,* a temple-like structure in a field, with

green bamboo, dried banana leaves, and hay. The cowherds build a hut-like structure known as *bhelaghar where* they pass the night warming themselves by a fire. On the day of Magh Bihu, the breakfast *Jalpaan*, a meal served with *Chira* or flattened rice, *Akhoi* or puffed rice, *Bora Saul, Kumol Saul* (forms of native glutinous rice) along with fresh cream or curd and jaggery is shared with friends and family.

The most fascinating feature of the festival is the dance form, Bihu, which is traditionally done on the beats of drum, *taal*, *pepa*, *toka*, *baahni*, *xuluni* and *gogona*. People also sing traditional songs around a bonfire.

Another interesting feature of Bihu celebrations is bullfighting and bird fighting. These animal fights are very strictly guided and are traditionally a symbol of good luck.

Bihu dance has become extremely popular in various regions of the globe. On a memorable occasion for the state, in 2012 trained Bihu dancers presented the Bihu dance at the London Olympics.

Notes

INTEXT QUESTIONS 20.2

1. Based on your understanding of the passage given above, answer the following questions.

   i. How is Bihu different from most other festivals celebrated in India?

   ii. How did the celebration of Bihu originate?

   iii. What is the meaning of Bihu?

   iv. When is BohaagBihu celebrated? What is its significance?

   v. How is the Kati Bihu celebrated?

   vi. When is Magh Bihu celebrated? What is the significance of Magh Bihu?

   vii. What is a *bhelaghar*? What is it used for?

   viii. What do animal fights signify as part of Bihu festival?

2. Tick the correct option

   i. Which of the following words from Paragraph 1 means *a style of cooking shared by a group of people.*

      a) Apparel

Notes

b) Cuisine

c) feast

d) ethnic

ii. Which of the following words from Paragraph 3 means *eagerness and ardent interest in pursuit of something*?

a) soul

b) tremendous

c) zeal

d) calendar

iii. Which of the following words from Paragraph 6 is the opposite of *modern*?

a) harvest

b) traditional

c) native

d) basically

iv. What is the feast consumed around a bonfire with family and friends on the night before Magh Bihu called?

a) bhoh

b) Maah Khorai

c) Jalpaan

d) Uruka

3. Complete the following passages with words/ phrases based on the information contained in the passage

Bihu is basically a celebration of the (i) ______________________. Each of the (ii) _______________ Bihu celebrations marks an important phase in the (iii)_______________ calendar of Assam.

Bihu has two very different meanings. The first meaning is to ask for (iv)_______________ from God and the second meaning is by breaking the word Bihu into two, bi meaning (v) _______________ and hu meaning (vi) _______________. The first meaning is however a modified version of the term (vii) _______________.

The most fascinating feature of the festival is the dance form, Bihu, which is traditionally done on the beats of (viii)_______________ taal, (ix)_______________toka, (x)_______________xuluni and (xi)_______________ People also sing their traditional songs around this (xii)_______________.

Bihu dance has become extremely popular in various regions of the globe. It was a memorable occasion for the state in (xiii) _______________when trained Bihu dancers represented Bihu dance at the (xiv) _____________.

ANSWERS TO INTEXT QUESTIONS

20.1

1. c) the beginning of the Tibetan New Year
2. b) a type of dance
3. d) people trying to spot the first moon of the tear
4. d) parading streets with flaming torches
5. a) experience the rituals and cultural performances
6. b) pristine
7. a) triumph
8. d) sight

20.2

1. i. While most festivals are specific to race, community and religion, the Bihu festival is celebrated by all the ethnic (cultural) and religious communities across the state.

   ii. Bihu originated many centuries ago when people performed fire sacrifices to improve their harvest.

   iii. The word Bihu has two distinct meanings. The first meaning comes from the Sanskrit word bishu that means "to ask blessings and prosperity from the Gods" during harvesting season. The second meaning, as per belief, is by breaking the word Bihu into two, bi meaning "ask" and hu meaning "give".

Notes

iv. The Bohag Bihu is celebrated in Baisakh (mid April).

It marks the onset of spring and brings in the Assamese New Year.

v. On Kati Bihu an earthen lamp is lit near the Tulsi plant which is called 'Tulsi Bheti'.Lamps are lit in the paddy fields and prayers are offered to the Goddess for the wellbeing of the family and for a good harvest.

vi. Magh Bihu is celebrated in Magh or the middle of January.

Magh Bihu marks the end of the harvest season.

vii. Bhelaghar is a hut-like structure built by the cowherds. They pass the night warming themselves by a fire.

viii. Animal fights are traditionally a symbol of good luck.

2. i. b) cuisine

ii. c) zeal

iii. b) traditional

iv. d) *Uruka*

3. i. change of the seasons

ii. Three

iii. Farming

iv. Prosperity

v. ask

vi. give

vii. bishu

viii. drum

ix. pepa

x. baahni

xi. gogona

xii. Bon fire.

xiii. 201

xiv. London Olympics

21

KALIDASA

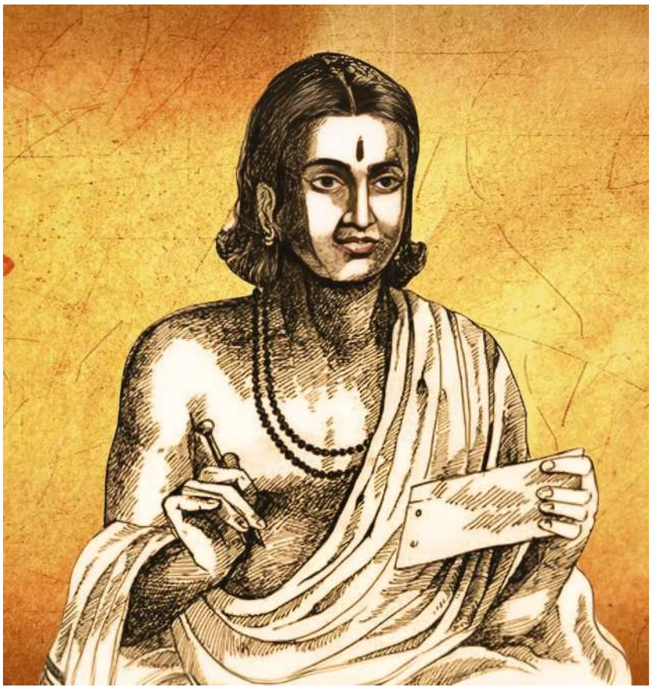


Fig. 21.1

Kalidasa was a renowned ancient Indian poet and playwright, believed to have lived during the 4th or 5th century CE. He is often regarded as one of the greatest Sanskrit poets and playwrights in Indian literature. Two of his most celebrated works are the *Meghadutam* and *Abhigyan Shakuntalam* that have left an indelible mark on Indian literature and continue to be celebrated for their eloquence, poetic beauty and philosophical depth.

Both *Meghadutam* and *Abhigyan Shakuntalam* can lead to a deeper appreciation of classical Sanskrit literature, their eloquent use of language, vivid imagery, and timeless exploration of human experiences, making Kalidasa a revered figure in the world of classical Indian literature. They also have a profound influence on Indian culture and art, and continue to be studied, performed, and cherished for their timeless themes and exquisite poetic craftsmanship.

LEARNING OUTCOMES

After completing this lesson, the learner:

- Recognises ancient Indian culture and values;
- Discusses the vastness of culture and heritage in classical Sanskrit literature;
- Demonstrates a basic knowledge of the commonalities among some of the major Indian languages;
- Interprets characteristics and style of early Sanskrit literature.

21.1 MEGHDUTAM

Meghadutam, also known as *The Cloud Messenger*, is a lyric poem in Sanskrit. It tells the story of a Yaksha (a celestial being) who is exiled in the Himalayas and longs to convey a message to his beloved wife. Unable to do so personally, he persuades a passing cloud to carry his message to her in a distant city. The poem is known for its wonderful descriptions of nature, landscapes, and seasons, as well as its deep emotional connection between separated lovers. Here are some selected verses from the poem translated into English by **H. H. Wilson**.

SECTION 21.1.1

Hail, friend of Indra, **cousellor** divine,

Illustrious offspring of a glorious line!

Wearer of shapes at will; thy worth I know,

And bold entrust thee with my faded woe;

For, better far, solicitation fail

With high desert, than with the base prevail.

Notes

- **Cousellor:** guide, advisor
- **Illustrious:** eminent

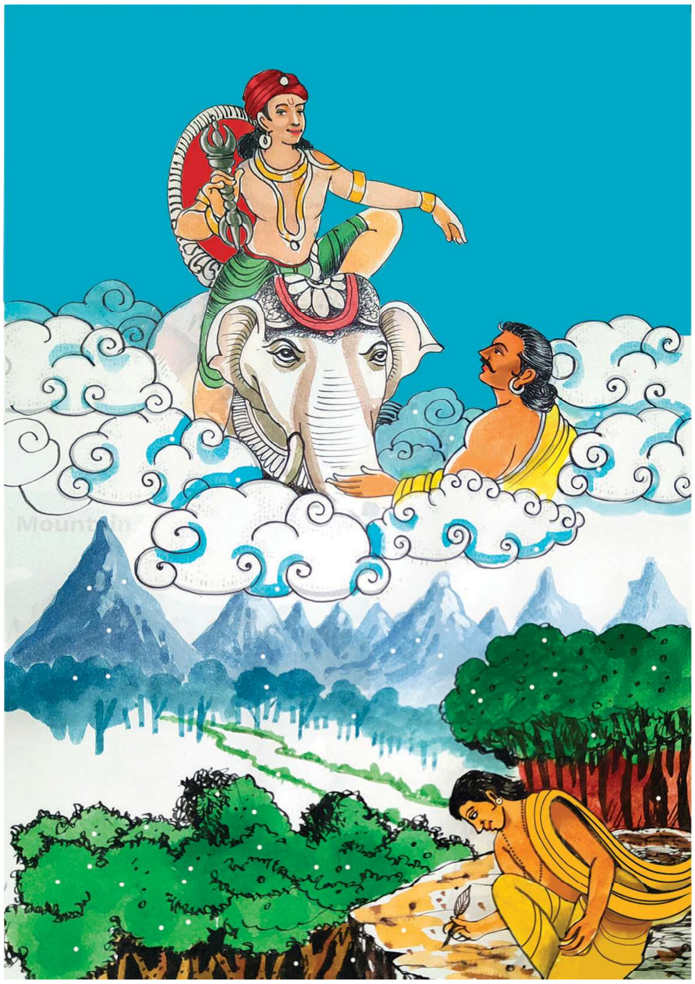


Fig. 21.2

LET US UNDERSTAND 21.1.1

The verse opens in greeting the cloud messenger as a deity or supernatural being. The speaker, Yaksha, is addressing cloud messenger as a friend of Indra, a king of god in Hindu mythology who is associated with rain and thunderstorm. Yaksha describes the cloud messenger as a divine advisor. He is also regarded as a part of a distinguished, prestigious and noble lineage of clouds. Yaksha acknowledges his ability to transform its shape freely, which is a characteristic of clouds. Yaksha also expresses his trust in the cloud by revealing his sorrow to him. Yaksha believes that it is better to seek help from someone noble even if success isn't guaranteed, rather than relying on someone base or morally inferior.

Notes

- **Verdant:** agriculturally rich
- **Sward:** vast grassy land
- **Veering:** sudden change in direction
- **Lofty:** majestic

INTEXT QUESTIONS 21.1

1. Who is the speaker addressing in these lines? Who is he addressing?

2. How does the speaker emphasise the cloud's importance and noble lineage?

3. What is the significance of the epithet "friend of Indra" in the given passage?

   a) It highlights the speaker's admiration for the recipient.

   b) It suggests the cloud-messenger's close relationship with a powerful deity.

   c) It signifies the recipient's lineage and heritage.

   d) It emphasises the cloud-messenger's role as a divine counsellor.

4. How is the cloud-messenger associated with Lord Indra?

5. How does the speaker convey his trust in the cloud?

6. What is the overall tone of these lines?

   a) Disrespectful and critical

   b) Reverent and respectful

   c) Ironic and mocking

   d) Indifferent and casual

SECTION 21.1.2

Thy fertile gifts, which looks of love reward,
Where bright-eyed peasants tread the **verdant sward**.
Thence sailing north, and **veering** to the west,
On Amrakuta's **lofty** ridges rest;

Notes

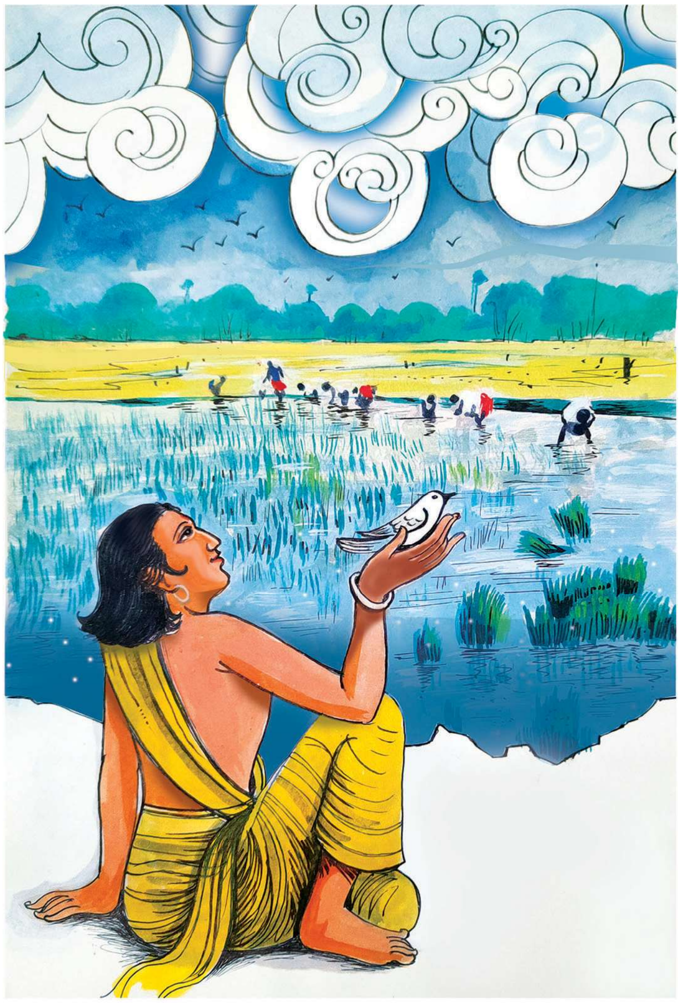


Fig. 21.3

LET US UNDERSTAND 21.1.2

These lines provide a pleasing description of a rich, lush and green landscape by the cloud-messenger who is on his voyage. The happy inhabitants of this countryside are rewarded with bountiful harvests and prosperity. The verse paints a picture of hardworking and happy farmers who cultivate the fields.

Then the cloud is described as moving north and then changing direction to the West. This is a journey or exploration starting from this fertile location and arriving at a place named Amrakuta, a range of majestic and towering mountains.

Notes

INTEXT QUESTIONS 21.2

1. What is the central theme of the verse?

   a) The journey of a cloud-messenger

   b) The description of a lush landscape

   c) The significance of Amrakuta mountains

   d) The hardworking farmers of the countryside

2. Who is described as being on a voyage in this verse?

3. How is the landscape described in terms of natural resources and agricultural productivity?

4. What is the cloud-messenger's role in the landscape?

   a) It brings rain and nourishment to the fields

   b) It moves from North to South

   c) It explores various locations

   d) It brings prosperity to the cities

5. What does the verse suggest about the inhabitants of the countryside?

   a) They are unhappy due to lack of rainfall

   b) They are careless about the land

   c) They enjoy bountiful harvests and prosperity

   d) They move from North to West

6. According to the verse, what direction does the cloud-messenger take on its journey?

   a) South to North

   b) North to West

   c) West to East

   d) East to West

SECTION 21.1.3

Here the soft dews thy path has lost resume,
And sip the **gelid current**'s rich perfume,
Where the wild Elephant delights to shed
The juice **exuding** fragrant from his head.
Then swift proceed, nor shall the blast have force
To check with empty gusts thy **ponderous** course.

Fig. 21.4

Notes

- **Gelid:** extremely cold
- **Current:** (here) flowing water
- **Exuding:** discharging
- **Ponderous:** slow and clumsy

LET US UNDERSTAND 21.1.3

These lines evoke a vivid and picturesque description of a peaceful natural landscape. The soft dewdrops on the path have reappeared. It conveys a sense of rejuvenation or renewal. The dewdrops are sipping the rich and refreshing fragrance of a cold and flowing stream. Then the cloud-messenger describes a wild elephant rubbing his head against trees. The elephant is enjoying shedding a fragrant juice from its head. This adds to the natural beauty of the setting and encourages the cloud-messenger to continue his journey swiftly. He is assured that even the strong wind will not be an obstacle.

INTEXT QUESTIONS 21.3

1. What is the significance of the soft dewdrops on the path?

   a) They represent danger and obstacles.

   b) They symbolise a sense of renewal or rejuvenation.

   c) They indicate a dry and arid environment.

   d) They depict a polluted stream.

2. What does the fragrant stream convey in the verse?

   a) It represents a toxic environment.

   b) It symbolises a refreshing and pleasant stream.

   c) It signifies a turbulent and muddy river.

   d) It represents a barren and lifeless landscape.

3. What message does the poet convey to the cloud-traveller?

   a) To beware of the strong wind and storms.

   b) To turn back and avoid the natural setting.

   c) To continue their journey without fear of the elements.

   d) To wait for the wild elephant to pass before moving forward.

4. What imagery is used to depict the flowing stream?

5. What assurance does the poet provide about the strong wind?

6. What emotions or feelings does this verse convey?

SECTION 21.1.4

There when the Sun restores the rising day,

What deeds of love his tell-tale beams display;

The **withered** garlands on the pathway found,

The faded lotus **prostrate** on the ground,

The pearls that bursting zones have taught to roam,

Speak of fond maids, and wanderers from home.

Notes

- **Withered :** to become dry and die
- **Prostrate:** in a humble and submissive state

LET US UNDERSTAND 21.1.4

In this verse, the cloud-messenger describes how the natural world, as illuminated by the morning sunlight, reflects the emotions and experiences of love, longing, and nostalgia. As the sun rises and brings light to the world, it shines upon wilted flower garlands lying on the ground. Similarly, the sunlight shows a lotus flower that has lost its freshness and is lying on the ground. The poet also described the pearls that have been taken from their original places, perhaps by travellers or merchants. He suggests that these various objects, like the garlands, lotus, and pearls, speak to us about the feelings of longing and nostalgia experienced by lovers who are separated from each other or by wanderers who are far away from their homes.

INTEXT QUESTIONS 21.4

1. What do the Sun's beams reveal about the deeds of love?

2. What is found on the pathway according to the stanza?

3. What is described as prostrate on the ground?

4. What do the bursting zones teach the pearls to do?

5. According to the stanza, what do the pearls speak of?

6. How does the stanza characterise fond maids and wanderers from home?

SECTION 21.1.5

From **writhing** boughs should forest flames arise,
Whose breath the air, and brand the yak supplies;
Instant afford the aid 'tis thine to lend,
And with a thousand friendly streams descend.
Of all the fruits that fortune yields, the best
Is still the power to **succour** the distress.

Notes

- **Writhing:** twisting
- **Succour:** aid, support

LET US UNDERSTAND 21.1.5

The present stanza highlights the clouds' role in providing relief to a parched land and aid in the form of rain to extinguish forest fires. As the verse opens, fires spreading in the forest have been noticed. The branches of trees are twisting and trashing due to the fire. The fire gets its fuel from the air and burns wood like that of a yak's body. The cloud-messenger is being urged to provide immediate assistance to extinguish the fires. He is asked to pour down rain generously to put out the flames. This verse also emphasises that the most valuable and cherished gift that nature can provide is the ability to help those in need. Therefore, having the power and ability to aid those in distress is the most meaningful and virtuous use of one's capabilities.

INTEXT QUESTIONS 21.5

1. What is the primary role of clouds in the stanza?

   a) Providing shade

   b) Giving relief to a parched land

   c) Creating forest fires

   d) None of the above

2. What is the main message conveyed in the final line of the verse?

   a) Clouds should avoid helping in emergencies

   b) A meaningful use of one's capabilities is to assist those in need

   c) Forest fires are a natural occurrence

d) None of the above

3. What have the clouds noticed in the forest?

4. How intense are the flames of the wildfire?

5. Why are the branches of the trees described as twisting and writhing?

6. Why is it emphasised that helping those in distress is a duty?

? DO YOU KNOW

- *Meghadutam* is separated into two parts – “Purva megha” (Previous cloud) and “Uttara megha” (Consequent cloud).
- Kalidasa wrote *Meghdutam* as a lyric poem.
- This poem is written in *Mandkrnt* metre, which means 'slowly advancing'.
- This poem is one of the pathfinder of the *sande[akvya]* or message poem genre.

21.2 ABHIGYAN SHAKUNTALAM

Abhigyan Shakuntalam, often referred to simply as *Shakuntala,* is one of Kalidasa’s most famous works and a timeless masterpiece of classical Indian drama with seven acts. It is based on the story of Shakuntala, a beautiful maiden raised in a hermitage, who falls in love with King Dushyanta. The play explores themes of love, separation, and the consequences of forgetfulness. It is renowned for its poetic beauty, rich characterisation, and portrayal of human emotions. Here are some excerpts from the play translated by **Chandra Rajan**.

SECTION 21.2.1

What was minute suddenly **looms** large;
what’s **cleft** down the middle seems to unite;
the eye sees as straight what’s naturally curved:
the chariot rushing along, nothing stays
near or far, even for a moment.

Notes

- **Looms:** to appear as a shape that is not clear
- **Cleft:** an opening made by splitting

LET US UNDERSTAND 21.2.1

The verse is about how our perception of things can be distorted or altered by distance, speed, and the way our eyes work. It opens with describing a series of optical illusions or paradoxes: how something very small can suddenly appear much bigger than it actually is, and how something divided or split in the middle can look like it's joined together when seen from a distance. Sometimes, eyes can play tricks and make things that are actually curved appear straight. Then the speaker, King Dushyant, argues that when something is moving quickly, like a speeding chariot, everything around it seems to change rapidly. Things that were once close suddenly become far away, and vice versa, in the blink of an eye. They highlight the complexities of human perception and the illusions it can create.

INTEXT QUESTIONS 21.2.1

1. How does the perception of something cleft down the middle change according to the verse?
2. How does the eye perceive naturally curved objects in the verse?
3. What is described as "rushing along" in the verse?
4. Identify the overarching theme of the verse.
5. What optical phenomenon is described in the first line of the stanza?
6. How does the stanza challenge conventional notions of perception?

SECTION 21.2.2

Let bisons **plunge** into forest-pools and **revel** splashing,
striking the water repeatedly with their mighty horns;
let the herds of antelopes clustering in groups in the shade,
chew the cud undisturbed;
and let wild boars lining up round **puddles**
where the marsh-sedge grows fragrant, root peacefully in the mud:
and let this my bow with its loose-knotted string
be allowed to enjoy its well-earned **repose**.

Notes

- **Plunge:** to jump suddenly and with force
- **Revel:** enjoy oneself in a lively and noisy way
- **Puddles:** a small pool of water
- **Repose:** to lie down or rest in a particular place

LET US UNDERSTAND 21.2.2

These lines describe a serene scene in nature where various animals are depicted enjoying their peaceful activities. The speaker, King Dushanta, talks about bison, which are large animals happily diving into forest pools and splashing around with their strong horns. Antelopes are seen resting together in the cool shade, peacefully chewing their food without any disturbance. Wild boars are described as lining up near muddy puddles, cheerfully rooting around in the mud. Finally, the speaker, King Dushant mentions his own bow, saying that it deserves a rest after its hard work.

INTEXT QUESTIONS 21.2.2

1. What activity are bison depicted engaging in?
2. How do the antelopes spend their time?
3. Where do the wild boars root peacefully?
4. What is the state of the bow in the passage?
   a) Taut and ready for use
   b) Broken
   c) Resting with a loose-knotted string
   d) Hidden in the bushes
5. Describe the scene with the wild boars.
6. What are the marsh-sedges associated with in the text?

SECTION 21.2.3

Here, the moon, lord of healing herbs
sinks behind the western mountain,
there, on the other, Dawn **heralds**
the advance of the rising Sun.
The rise and setting of the two Lights simultaneous
regulate the **vicissitudes** of life on earth.

Notes

- **Heralds:** to be a sign that something is going to happen soon
- **Vicissitudes:** one of the many changes and problems in a situation

LET US UNDERSTAND 21.2.3

In these lines, there's a description of the rising and setting of the moon and the sun, which are symbolically referred to as the "two Lights." First, it mentions the moon setting behind the western mountain. It indicates the end of the night. At the same time, it talks about the dawn, when the sun is about to rise on the eastern horizon. Then, it suggests that the simultaneous movements of the moon and the sun control the changes and fluctuations of life on Earth. This means that the regular cycles of day and night, governed by the moon and the sun, influence the natural rhythms and events that occur in the world.

INTEXT QUESTIONS 21.2.3

1. Who is referred to as the lord of healing herbs?
2. What does the rising Sun advance?
3. What regulates the vicissitudes of life on earth?
4. How do the moon and Sun interact according to the stanza?
   a) They move independently of each other
   b) They both set at the same time
   c) Their rise and setting are simultaneous
   d) One rises while the other sets
5. What is the significance of the moon sinking?
6. What is implied about the relationship between the moon and Sun in the stanza?
   a) They are antagonistic
   b) They are mutually exclusive
   c) They have a harmonious and regulating influence
   d) They operate independently

SECTION 21.2.4

The same moon who, stepping on the crown of Sumeru,

Parent of Mountains, dispelled the darkness, and **traversed**

the middle regions of Vishnu's abode,

now falls down the sky in a pitiful glimmer of light:

the ascent too high of even the great ends in a fall.

Notes

- **Traversed:** to cross or travel through an area of land or water

LET US UNDERSTAND 21.2.4

First, the verse talks about the moon ascending to the peak of Sumeru, which is described as the "Parent of Mountains." This indicates the moon's brightness and power, as it dispels darkness and travels through the sky. Then, it mentions the moon passing over the middle regions of Vishnu's abode, which symbolises its movement through the heavens. However, the tone changes in the next line, as it describes the moon's setting with a "pitiful glimmer of light." This suggests a decline in the moon's brightness and glory. Finally, it reflects on the idea that even the most glorious and powerful entities like the moon can experience moments of decline or weakness.

INTEXT QUESTIONS 21.2.4

1. What does the moon step on according to the lines?
2. Whose abode does the moon traverse in the middle regions?
3. How is the moon described at the end of the lines?
4. What does the line "the ascent too high of even the great ends in a fall" suggest?
5. What contrast is drawn between the moon's ascent and descent?
6. What is the tone of the description of the moon's descent?

SECTION 21.2.5

Trees bend down when laden with fruit;

rain clouds filled with water

Notes

hang low almost to the ground;

wealth does not make the good haughty:

this is the true nature

of those who do good to others.

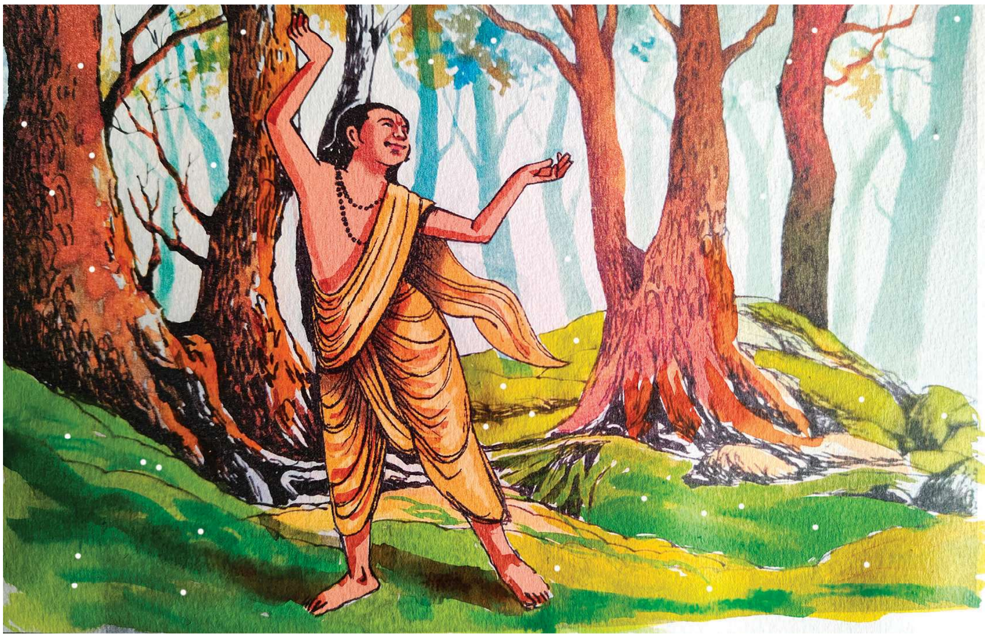


Fig 21.5

LET US UNDERSTAND 21.2.5

In this verse, there's a comparison made among the behaviour of trees laden with fruit and rain clouds heavy with water, and the nature of good people who help others. Trees bending down when they have fruit means that they lower their branches because of the weight of the fruit. This shows humility. Rain clouds hang low because they are full of water, almost touching the ground. This illustrates the idea of abundance and generosity. The lines then talk about how wealth doesn't make good people arrogant or proud. This suggests that true goodness is not affected by material possessions or status.

INTEXT QUESTIONS 21.2.5

1. What is described as the true nature of those who do good to others?

2. What is the physical manifestation of trees laden with fruit?

3. How do rain clouds behave when filled with water?

4. What do the lines suggest about the relationship between wealth and behaviour?

5. What analogy is used to describe the behaviour of trees laden with fruit?

6. What behaviour does wealth fail to induce in good people?

Notes

? DO YOU KNOW

- *Abhigyan Shakuntalam* is originally written as a play in Sanskrit language.
- The other two plays written by Kalidasa are: *Malavikagnimitram* and *Vikramorvasiyam*.
- According to the *Mahabharata*, Bharata, the son of Shakuntala and King Dushyanta is an ancestor of the lineages of the Kauravas and Pandavas.
- It is popularly believed that after this Bharata that India was given the name *Bharatvarsha* or the Land of Bharata.

LET'S DO

Identify the other literary devices that we have learnt in our previous lessons, used in each verse of our lesson written by Kalidas. Then, write a critical appreciation for each of them.

LET'S TALK

1. Discuss with your friend the presentation of nature in these two texts by Kalidas.

2. Talk about the other great poets of ancient India and their classic writings.

LET'S LEARN

abc GRAMMAR

Active Voice and Passive Voice (Imperative Sentences and Quazi-Passive)

In lesson 12, we learnt about Active and Passive voice and some rules to convert them for statement sentences. In lesson 14, we proceeded with the interchanging of Active

Notes

and Passive voice in interrogative sentences. In this lesson we will explore the interchanging of Active and Passive voice in imperative sentences and quasi-passive voice.

Imperative sentences are a crucial aspect of communication, often used to give commands, instructions, or requests. We have been acquainted with such sentences in lesson 17 while changing the speech of imperative sentences. Voice change in imperative sentences involves altering the structure and tone while preserving the meaning and intent of the original command.

I. Let's consider the following example:

a) Close the door.

b) Tell him to go.

c) Don't tease the dog.

To change the voice of such imperative sentences, the word 'Let' is usually placed at the beginning of the passive voice. Then the subject followed by the verb 'be' and the Past Participle form of the main verb. Therefore, the passive form of the above-mentioned sentences would be:

a) Let the door be closed.

b) Let him be told to go.

c) Let the dog not be teased by you.

The sentences could be converted like the following as well:

a) You are ordered to close the door.

b) You are told to tell him to go.

c) You are instructed not to tease the dog.

II. When there is already 'let' in the sentence in active voice, the passive structure is the same as in above:

Active voice: Let me write a letter.

Passive voice: Let a letter be written by me.

III. If the sentence consists of 'Please' in Active voice 'You are requested to' is used in the Passive voice. In such cases an Intransitive verb may also be changed

into PassiveFor ex.,

Active voice: Please pass the salt.

Passive voice: You are requested to pass the salt.

IV. If the active voice expresses some advice, the passive voice would be with the the verb 'should' and 'be':

Active voice: Keep your word.

Passive voice: Your word should be kept.

Another kind of voice is the Quasi-passive voice. This is active in form but passive in sense. For ex.,

Active voice: Honey tastes sweet.

Passive voice: Honey is sweet when it is tasted.

Active voice: The rose smells sweet.

Passive voice: The rose is sweet when it is smelt.

INTEXT QUESTIONS 21.3

Change the voices of the following imperative sentences:

1. Please wash the dishes.
2. Open the window.
3. Let the letter be mailed by noon.
4. Bring me a cup of coffee.
5. The book is good.

LITERARY DEVICES

Paradox

We have learnt Paradox in Lesson 17. In section 21.2.1 of this lesson, you came across the following line :

- "what's cleft down the middle seems to unite"

This presents a contradiction or seemingly absurd situation where something that is divided appears to come together.

Hyperbole

Hyperbole often involves extreme exaggeration to make a point or to emphasise a particular quality or aspect of something.

- "nothing stays near or far, even for a moment"

  This exaggerates the transient nature of existence, emphasising the fleetingness of time and distance.

Epithets

These are descriptive phrases expressing a quality or characteristic of the person or thing being described.

- "Friend of Indra" describes the divine nature of the cloud-messenger
- "Illustrious offspring of a glorious line" describes the and lineage of the cloud-messenger

Apostrophe

Apostrophe is a poetic device in which the speaker addresses an non-human entity as if it were a person.

For example:

- "Hail, friend of Indra, counsellor divine."

  This is a form of direct address to the cloud-messenger which is a non- living object. Hence, it is an example of Apostrophe.

INTEXT QUESTIONS 21.4

Identify the poetic devices used in the following lines.

1. "Like a fleeting moment, day turns into night"
2. "counsellor divine"
3. "Upright, noble souls"

Notes

4. "Hail, friend of Indra, counsellor divine,
Illustrious offspring of a glorious line!
Wearer of shapes at will;"
5. "May this serene scene unfold"
6. "One side, the Lord of herbs, ascends the mountain's crest,
While on the other, the Sun, a radiant orb, takes its quest."
7. "Deep as the touchstone's gloom"
8. "sip the gelid current's rich perfume"
9. "looks of love reward"
10. "Let the majestic elephants, their tusks glistening bright,
Find rest in this cool and tranquil pool, a soothing delight."
11. "bright-eyed peasants tread the verdant sward"
12. "When in this world, swiftly one goes out of sight,
Like a fleeting moment, day turns into night."
13. "brand the yak supplies"

WHAT HAVE YOU LEARNT

- Kalidasa draws upon Indian mythology, folklore, and history in his works, situating his narratives within a broader cultural and religious framework. Studying *Abhigyan Shakuntala* and *Meghadutam* enables us to explore connections to Hindu mythology, historical events, and cultural traditions, enriching their understanding of Indian heritage.
- Both *Abhigyan Shakuntala* and *Meghadutam* are exemplary works of classical Sanskrit literature. They showcase rich language, intricate poetic forms, and sophisticated literary techniques. These texts allow students to appreciate the beauty of language and literary craftsmanship.
- Both texts reflect Kalidasa's profound aesthetic sensibility, evident in his portrayal of beauty, harmony, and elegance. These works can cultivate students'

Notes

appreciation for aesthetics in literature and art, encouraging them to recognise and value beauty in various forms.

- They emphasise the beauty of nature and its profound impact on human emotions. Through vivid descriptions of landscapes, seasons, and natural phenomena, students can develop an appreciation for the natural world and its significance in literature and human experience.

TERMINAL QUESTIONS

1. How does the poet emphasise the transient nature of human interactions and time's passage?

2. What do the moments of connection or presence symbolise in "your chariot's shade"?

ANSWERS TO INTEXT QUESTIONS

21.1.1

1. The speaker in this line is Yalsha.

   He is addressing the cloud as he is regarded as a deity or supernatural being.

2. The speaker emphasises the cloud's importance and noble lineage by describing it as part of a distinguished, prestigious, and noble lineage of clouds.

3. b) It suggests the cloud-messenger's close relationship with a powerful deity.

4. Indra is a prominent god in Hindu mythology who is associated with rain and thunderstorms. The cloud is associated with Indra because it plays a significant role in bringing rain.

5. By addressing the cloud as a divine entity and describing it as a friend or ally of Indra, the speaker expresses his belief that the cloud is a reliable and trustworthy figure.

6. b) Reverent and respectful

21.1.2

1. b) The description of a lush landscape
2. The cloud-messenger is described as being on a voyage in this paragraph.
3. The landscape is described as blessed with rainfall and possessing abundant natural resources or agricultural productivity.
4. a) It brings rain and nourishment to the fields
5. c) They enjoy bountiful harvests and prosperity
6. b) North to West

21.1.3

1. b) They symbolise a sense of renewal or rejuvenation
2. b) It symbolises a refreshing and pleasant stream
3. c) To continue their journey without fear of the elements
4. The imagery used to depict the flowing stream is that it is cold and fragrant.
5. The poet assures that even the strong wind will not be an obstacle.
6. This verse conveys feelings of serenity, beauty, renewal, and encouragement.

21.1.4

1. The Sun's beams reveal the deeds of love.
2. Withered garlands are found on the pathway.
3. The faded lotus is described as prostrate on the ground.
4. The bursting zones teach the pearls to roam.
5. The pearls speak of fond maids and wanderers from home.
6. Fond maids and wanderers from home are characterised as being represented by the pearls.

21.1.5

1. b) Giving relief to a parched land
2. b) A meaningful use of one's capabilities is to assist those in need
3. The clouds have noticed spreading wildfires (forest flames) and trees' branches twisting and writhing due to the fire.
4. The flames of the wildfire are so intense that they heat up the air and provide

a source of heat like that of a yak's body.

5. The branches of the trees are described as twisting and writhing due to the fire because the intense heat from the wildfire is causing them to contort and writhe in agony.

6. It is emphasised that helping those in distress is a duty because the clouds are reminded that it is their responsibility to provide immediate assistance to extinguish the wildfires.

21.2.1

1. According to the verse, something that appears to be split down the middle can actually seem to come together or unite.

2. The verse describes how the eye perceives naturally curved objects as if they are straight, indicating a distortion in visual interpretation.

3. 'Rushing along' symbolises the rapid passage of time or swift progression of events.

4. The overarching theme explores the deceptive nature of perception and how our senses can alter our understanding of reality.

5. The optical phenomenon described is the sudden enlargement of something minute, highlighting a shift in perceived scale.

6. It challenges conventional views by demonstrating how perception can be unreliable and inconsistent, leading to a distorted understanding of familiar phenomena.

21.2.2

1. The bison are depicted plunging into forest-pools and reveling by splashing and striking the water with their horns.

2. The antelopes spend their time chewing the cud in groups and in the shade, undisturbed.

3. The wild boars root peacefully in the mud around puddles where marsh-sedge grows.

4. c) Resting with a loose-knotted string

5. The wild boars are described as lining up around puddles where marsh-sedge grows fragrant and rooting peacefully in the mud.

6. The marsh-sedges are associated with the fragrant, muddy areas where the

Notes

wild boars are rooting.

21.2.3

1. The moon is referred to as the lord of healing herbs.
2. The rising Sun heralds the advance of the day.
3. The rise and setting of the two lights (the moon and the Sun) regulate the changes and fluctuations of life on earth.
4. b) Their rise and setting are simultaneous
5. The moon sinking behind the western mountain signifies the end of its influence for the night, making way for the dawn and the rising Sun.
6. c) They have a harmonious and regulating influence

21.2.4

1. The moon steps on the crown of Sumeru, the Parent of Mountains.
2. The moon traverses the middle regions of Vishnu's abode.
3. The moon is described as falling down the sky in a pitiful glimmer of light.
4. It suggests that even the greatest achievements or heights eventually lead to a decline or fall.
5. The contrast is between the moon's grand and illustrious ascent and its eventual, diminished descent.
6. The tone is one of melancholy and regret, highlighting the moon's diminished state and the inevitable decline.

21.2.5

1. The true nature of those who do good to others is humility and lack of haughtiness.
2. Trees laden with fruit bend down under the weight of the fruit.
3. Rain clouds filled with water hang low, almost to the ground.
4. The lines suggest that wealth does not make the good haughty or arrogant.
5. The analogy used is that trees laden with fruit bend down, symbolising humility and modesty.
6. Wealth fails to induce arrogance or haughtiness in good people.

Notes

21.3

1. You are requested to wash the dishes.
2. Let the widow be opened.
3. Mail the letter by noon.
4. You are ordered to bring me a cup of coffee.
5. The book is good when it is read.

21.4

1. Simile; it compares the transition from day to night to the fleeting nature of a moment, emphasising the quick passage of time.
2. Metaphor; it is comparing the character's wisdom and counsel to something divine.
3. Apostrophe; is addressing a non-human entity (soul) and giving it human qualities (being upright and noble).
4. Personification; the cloud is qualified with human qualities.
5. Alliteration; the repetition of the "s" sound in "serene" and "scene".
6. Imagery; the descriptions of Lord of herbs is ascending the mountain and the Sun is embarking on its quest. It allows readers to visualise these celestial events.
7. Simile: It suggests that the darkness is as deep as the gloom associated with a touchstone, emphasising its profound obscurity.
8. Metaphor; It to describes the water as having a "rich perfume," comparing its quality to a pleasant scent.
9. Personification; It personifies the land, suggesting that it rewards those who cultivate it with love.
10. Imagery; It vividly describes a scene of majestic elephants finding rest. This description creates vivid mental images for the reader.
11. Imagery; creates a clear mental picture of a lush, green countryside where happy peasants are walking.
12. Symbolism; it symbolises the fleeting nature of life and time, with the chariot's shade representing a brief respite or moment of reflection within this transitory journey.
13. Symbolism; representing a source of fuel or danger

22

FACE TO FACE COMMUNICATION

As learners, you all have faced certain situations, at home or in a public space, where you have had to speak with or listen to someone for some purpose. Many of you might have also felt nervous or happy or sad in such situations, given the nature of the communication. For example, when you have met a friend after a long time and spoken face to face, you must have been so happy and perhaps even the friend. Similarly, you could have also been in a situation, where a relative has talked about a great personal loss. No matter the topic or the situation in which communication has taken place, all face-to-face interactions have certain elements that go beyond words and require you to be observant and alert. In this lesson, we will learn about the different factors and possibilities in face-to-face communication situations. Thereby, we will try to prepare for and face such situations with confidence!

LEARNING OUTCOMES

After completing the lesson, the learner:

- Practices for real-life situations in face to face communication;
- Identifies the nuances of Business English;
- Infers the extra-linguistic cues in face to face communication;
- Argues to persuade through logic and argument.

22.1 WHAT IS FACE-TO-FACE COMMUNICATION?

Communication, in general, is a two-way process which **involves** a speaker and a listener who **constantly** keep changing their roles. If two people are communicating, then person A is a speaker and person B is a listener. The moment person B responds,

- **Involve:** to include as a necessary part
- **Constantly:** continuously, without stopping

Notes

- **Derive:** obtain something from
- **Extensive:** covering a large portion

then B becomes the speaker and person A becomes the listener.

For instance, you are telling your mother what you want to eat for dinner. You are the speaker and your mother is the listener. Now, after you have said what you want to eat, your mother tells you that the main ingredient to prepare the dish is out of stock. So, your mother becomes the speaker as she takes her own turn to reply to you and you become the listener.

Hence, to understand communication well, we must understand the process first and accept that turn-taking is vital. Communication will not be possible if everyone is a speaker or everyone is a listener.

Now, moving on, the process of communication involves four major components.

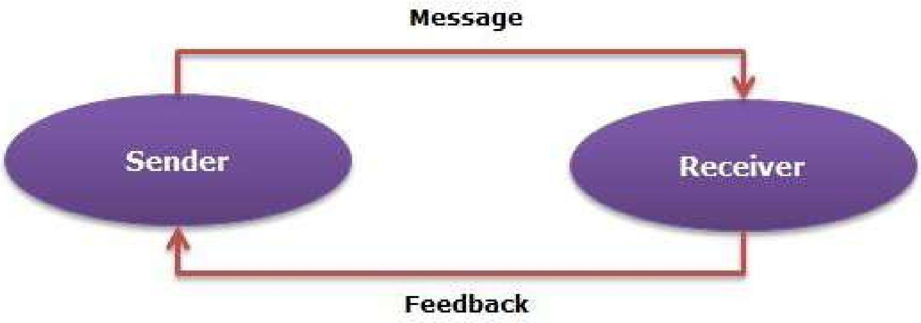


Fig. : 22.1 (source: Google)

The speaker frames a message and transfers it via a medium to the listener. The listener tries to understand it, **derives** a meaning out of it and replies back to the speaker. There can be several types of communication, such as telephonic conversations, video calls, face-to-face communication, etc., depending on which medium is being used. In this chapter, we will focus on the last one, i.e., face-to-face communication.

Face-to-face communication is one of the most common and most important means of communication. It involves **extensive** cues from non-verbal communication. This is why it is not sufficient to simply understand the meaning of the words being used. As a speaker or as a listener, you need to follow a number of different non-verbal cues. In this way, you will be able to make perfect sense of what is being communicated. (For instance, if a friend congratulates you on scoring the highest marks in a paper, with a frown on his or her face, then he or she is not happy about it and the congratulatory message is not a genuine one).

INTEXT QUESTIONS 22.1

1. What do you understand by face-to-face communication?
2. Two friends, Shyam and Rohit, are quarrelling as their other friends, Suraj, Vishnu, Mohit and Lakshit watch them. Who is the speaker and who is the listener?
3. How is turn taking important in communication?
4. Why do we need to observe non-verbal cues in face-to-face communication?

26.2 WHAT ARE THE DIFFERENT NON-VERBAL CUES IN FACE-TO-FACE COMMUNICATION?

Use of eye contact: Any individual must maintain eye contact when speaking to the audience or his or her listeners. Proper eye contact shows confidence in the speaker while lack of eye contact ***denotes*** *low* ***self-esteem*** and in certain cases *falsification* and *insincerity*. If you avoid eye contact with the speaker, it shows lack of interest in the topic or the person who is speaking.

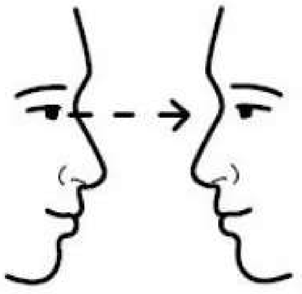


Fig. : 22.2 (source:Google)

Facial Expressions: During face-to-face conversations, we use words to **convey** our thoughts but facial expressions *convey* our emotions. Even without talking, you can understand the mental state of a person, like whether a person is happy, sad, angry, surprised, etc. Please look at the image below to understand the variety of facial expressions and how they convey several emotions.

Notes

- **Denote:** indicate
- **Self-esteem:** your overall opinion of yourself
- **Convey:** show, transfer, reveal

Notes

- **Intimacy:** being familiar with or having a close personal relationship with someone

Fig. : 22.3 (source: Google)

Touch: People also communicate through the sense of touch. It signifies the level of **intimacy** you have or can have with a person. For instance, you can hug and convey something to your own sister, but for a stranger, you have to adopt a different approach. Some of the most common forms of communication through touch are the following: shaking hands, a pat on the back, holding hands, hugging etc. So, according to the level of familiarity, you shake hands with people whom you are most formal with. However, you would hug a person with whom you are least formal. The image below shows different kinds of touch.

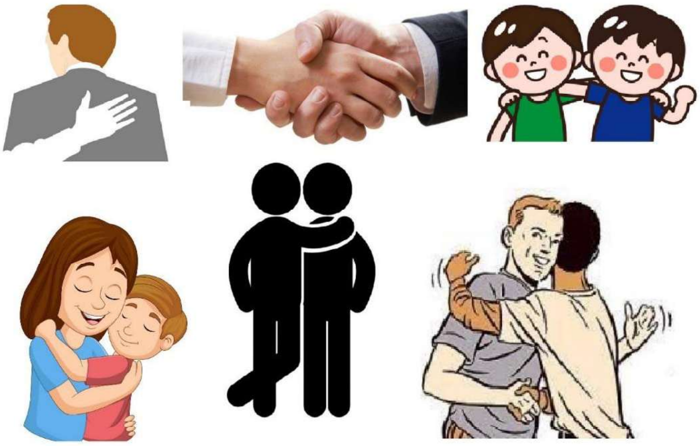


Fig. : 22.4 (Source: Google)

Body language: Body language is a very important part of face-to-face communication. Sometimes, it can be intentional but most of the time it is unintentional. But even though it is unintentional, your body language reveals something about you, like your attitude, your interests, your current state of mind, etc. For example, slightly

Notes

leaning forward shows that the listener is interested in the conversation, while folded hands suggest a defensive attitude or that you are not open to the ideas being shared in the conversation.

Body language comprises:

(i) Hand gestures

Fig. : 22.5.1 (source: Google)

(ii) Body posture

Image 22.5.2 (source: Google)

(iii) Facial expressions

Image 22.5.3 (source: Google)

Notes

- **Traits:** qualities and characteristics of a person
- **Enhance:** further improve the quality of something

\(iv) Eye movements

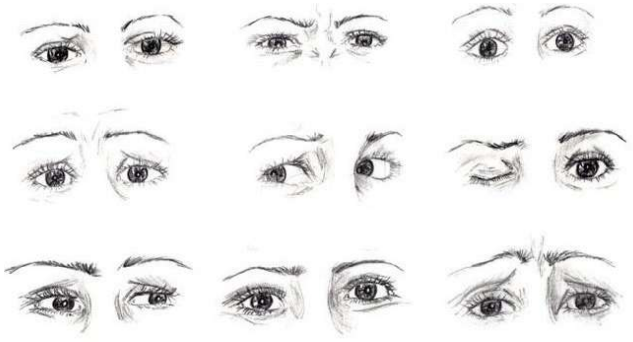


Fig. : 25.5.4 (source: Google)

Personal appearance: How you dress reveals a lot about you. For example, the way students dress while going to school is different from how they dress when relaxing at home. Every occasion demands a different kind of dressing; formal occasions demand formal clothes and informal occasions allow casual clothes. People are not expected to go to their workplace in their pajamas. Clothing also shows a lot about one's cultural traditions and behavioral **traits**. Wearing neat and clean clothes **enhances** your confidence, people's perception of you and makes you more presentable in a professional setup.

Fig. : 26.6 (source: Google)

Let's Do 23.1

Make complete sentences with the following words.

1. Denote:____

2. Self-esteem:____

3. Convey: ______________________________

4. Signify: ______________________________

5. Intimacy: ______________________________

6. Traits: ______________________________

7. Enhance: ______________________________

INTEXT QUESTIONS 22.2

1. Dhananjay has to attend an official meeting with his boss in his office. He decides to wear a colourful vest and a low-waist jeans trouser. How will the communication process be affected by this?

2. The Mathematics teacher is asking Manoj whether he has cheated while answering the questions in the exam. Manoj is constantly breaking eye contact with the teacher and at times looking away while talking to the teacher. How will the interaction be impacted by Manoj's non-verbal communication?

3. Sushma and Susheel, who have just met at a birthday party, are having an informal conversation. Sushma's sister, Neha, is also there. Can Sushma hug and kiss both Susheel and Neha to convey how much she likes them both? If yes, why? If no, why not? Explain the consequences of non-verbal communication with reference to touch and level of intimacy.

4. Rahul and Mohan are having a secret conversation while being surrounded by other family members. Considering your own experience, think about how Rahul and Mohan can use facial expressions and eye movements to convey messages to each other.

22.3 HOW DO POLITENESS AND BEING POLITE INFLUENCE COMMUNICATION?

During face-to-face communication, it is equally important to be polite with the other person. Politeness is a simple **strategy** used in everyday communication which respects the other person. For instance, as Indians, we are very polite and considerate when speaking to our familial elders. Even outside the family, we respect senior citizens and interact with them politely. Beyond age, other factors like social standing, professional

Notes

- **Strategy:** an action plan used to do something successfully

status (like a policeman, a district magistrate, etc.), organisational **hierarchy** (who is the senior versus who is an intern), etc., determine who is going to act politely in a communicative exchange with whom. A polite person will have a positive impact on the listener, compared to an impolite person who might get a negative reaction.

Notes

- **Status:** position in relation to other people
- **Hierarchy:** a systematic setup in which people have various ranks or are at various levels of power according to their importance within that very setup

LET US DO 22.2

Choose the politer version from the set of statements given below:

Example1.

Student A: Will you take a class today?

Student B: Greetings! Would you be taking a class today?

Example 2

Teacher A: Close the door!

Teacher B: Would you mind closing the door?

Example 3.

Student A: I was absent yesterday. Explain the poem again.

Student B: Could you please go over the poem again? I was absent yesterday.

Example 4.

Teacher A: You didn't understand the concept.

Teacher B: You seem to have misunderstood the concept.

Key: In all the above examples, option B uses the politer version. You will notice in certain examples like no. 2, a different structuring of the same sentence makes it sound polite. Here, Teacher A issues an order (an imperative construction) whereas Teacher B asks a question.

INTEXT QUESTIONS 22.3

1. What do you understand by politeness?

2. Think about your own family. Consider how you speak to your immediate family members. Next, consider how you speak to your relatives. Is there a difference?

What did your parents teach you about speaking to elder people? There is also the convention of *charan sparsh* (touching the elder's feet) before greeting and talking to one's elders. What do you think about this? Does this have any significance as a non-verbal gesture?

3. Beyond age, what are the factors in an Indian setting that influence politeness norms? Now think of your own state within India. Are there any particular considerations in your own state (like Gujarat, Tamil Nadu, Madhya Pradesh, West Bengal, etc.) that you have to keep in mind while being polite in face-to-face communication? Discuss a few such issues.

4. Rephrase the given sentences in their politer forms.

   a) As you do not have a current account in the bank, I cannot process your request.

   b) I want you to give me more information.

   c) The food is cold. I want hot food to be served!

   d) Give me a better room or I will never use your service again!

22.4 EFFECTIVE WAYS OF FACE-TO-FACE COMMUNICATION

There are certain things which we must keep in mind while taking part in face-to-face communication. Not paying attention to these things can lead to misunderstandings in communication. These factors can create **obstructions** in the process of communication. For example:

Use of inappropriate expressions: Use of inappropriate terms like **slang**, urban expressions, and use of specialised terms like **jargons**, should be avoided in any conversation. Not using the correct form of greeting or expression can also hamper the process of communication. You must use expressions like, hello, thank you, excuse me, sorry, etc.

Socio-psychological state: Pay attention to the listener's mood and **psychological** state while speaking to the person. He or she may not be in a good mood or facing some personal problems while you speak. You need to be considerate about other people's feelings.

Distractions: Avoid getting distracted or having something else on your mind while engaging in face-to-face communication. Pay attention to the speaker and be a good listener. For example, you should avoid looking at the phone or **multitasking** when

Notes

- **Obstruction:** something that blocks something else from happening
- **Slang:** highly informal language, that is often specific to certain groups, and it often tends to become offensive or insulting
- **Jargon:** specialised words that are specific to the knowledge of a particular area, like, medicine, law, etc.
- **Psychological:** related to the mental state of an individual
- **Multitasking:** doing many things at the same time

the other person is speaking.

Respond and don't react: You must be careful while speaking. Written communication gives us time to think, but in oral communication, especially face-to-face communication, we often react **instinctively** without careful consideration, or even react **abruptly** in moments of anger. You must keep calm in these situations and think before speaking.

Notes

- **Instinctively:** in a way that is not well planned or thought about
- **Abruptly:** in a way that is rude and unfriendly

Let's Do 22.3

1. Summarise the points given above in your own words.
2. Discuss similar situations mentioned above that you have faced in your own life.

INTEXT QUESTIONS 22.4

1. Farhan and Naman are in an official meeting when suddenly on a minor issue, they disagree and say the following:

   Farhan: What an idiotic thing to do, you moron!

   Naman: Don't behave like an ass, Farhan!

   Do you think Farhan and Naman have behaved appropriately in face-to-face communication? What is problematic here? Change the sentences used by Farhan and Naman on the basis of what you have learned so far about the effective ways of face-to-face communication.

2. Payal has recently received news about her father's accident and hospitalization. Gautam wants to speak to her about an important project where he needs her assistance. Considering his urgency, should Gautam talk to Payal immediately? If yes, why so? If no, why not?

3. Based on your personal experiences with your friends, share two stories where you think a friend responded versus a story where he or she reacted. In our own lives, should we respond or react to a situation? Where does the difference lie?

4. Ravi is playing Clash of Clans on his Android smartphone as Pramod is talking about his last trip to Ladakh, both sitting opposite to each other in a coffee shop. How do you think their face-to-face communication will go? Give reasons for your answer and suggest ways to improve the quality of their conversation.

22.5 HOW TO GREET IN FACE-TO-FACE COMMUNICATION?

As already discussed, in face-to-face communication, your body language is as important as speech. Wherever you communicate, it is important that you dress neatly, sit or stand **erect** and have an alert, smiling face. When you speak, you should speak softly yet clearly, and you should be polite and **courteous**.

Every time you meet someone, there are certain expressions to be used. We choose them on the basis of certain criteria:

- Degree of intimacy – friend/family member/recent acquaintance
- Nature of relationship – friendly/official
- Status of speakers – equal/seniors

The expressions to be used can be divided into two categories. They are:

Informal: those used with friends, long time colleagues, team mates, etc.

Formal: those used with strangers and seniors

It is important to understand the degree of formality and respond accordingly. While greeting others, we use a fixed set of greetings and corresponding responses.

Greetings and their Responses

Greetings	Responses
Good morning, Mr. Das!	1. Good morning, sir!
Good afternoon (sir/ma'am)!(from 12 noon till the end of aworking day)	2. Good afternoon, Mohan / Mira!
Good evening (gentlemen/ladies)! (6 p.m. Onwards)	3. Good evening
Hello! Hi! How are you?	Hello! Hi! Fine, thank you!
Hi there! Long time no see!	Yeah, long time no see!
What a pleasant surprise!	Same here!

- Greetings are generally replied to in the same form. While responding, the listener usually uses a slightly different intonation.

Notes

- **Erect:** straight, upright
- **Courteous:** showing respect for other people

Notes

- The response for a greeting like "How are you?" should be "I'm fine, thank you. And you?/How about you?". Do not give a long account of your illness or problems.
- We say "good evening" when we meet a person late in the evening at like 8 or 9 o' clock. We use "good night" only at the time of parting.

INTEXT QUESTIONS 22.5

1. Study and practise the short exchanges/dialogues given below. Identify whether the relationship is (a) formal or (b) informal.

i) A: Good morning, Sir!

B: Good morning, Harish! Didn't see you in office yesterday. Is everything alright?

A: Yes, sir, thank you. I had to take a leave because a friend had come from Chennai.

ii) A: Good morning, sister. How are you?

B: I'm fine thank you, doctor,

iii) A: Hello, Abdul. How are you?

B: Fine, thanks. How are you?

A: I'm fine.

iv) A: Good morning, sir.

B: Good morning, Ms. Singh. I hope you are feeling better now.

A: Much better, thank you.

v) A: Hi, Anju you are just the person I was looking for.

Notes

B: Hello, Suresh. Why, what's up?

____

vi) A: Good morning, Mr. Pillai. Isn't it a lovely day?

B: Good morning. Yes, it's nice and cool.

____

2. Match the responses to the greetings in the table below:

Greetings	**Responses**
i) Hi, Rahul! Long time no see.	a) I'm very well. Thank you.
ii) It's great to see you again. So, how's life?	b) Hello, Raj. Yes, I've been very busy.
iii) How are you feeling now?	c) Much better, thank you.
iv) Hello, Mr. Gupta! And how are you keeping these days	d) Not bad.

3. You have gone to see a senior colleague who has been admitted to a hospital. Which expression will you use? Tick the correct response.

   i) Good morning. In good shape, are you?

   ii) Good morning, sir. How're you feeling now?

   iii) Hi! How's life?

   iv) Hey! How are you, old boy?

4. A new employee greets his Managing Director at a meeting, saying, "Hi! Mr. Sharma! Long time, no see. What's up?" The Managing Director is not at all pleased. Why? What should he have said?

22.6 HOW TO INTRODUCE YOURSELF AND OTHERS?

We often introduce people who do not or may not know each other. We often introduce ourselves to people who do not know us.

In more formal situations, it is always the younger person who is introduced to the older, the woman to the man and the junior to the senior.

Notes

- **Personnel:** people employed in a company, organisation or the armed forces

Exchanges when introducing others

Introducing	**Responses**
FORMAL	
Good morning, Mr. Saha.	It's a great pleasure to meet you,
May I introduce (to you) Mr. Lal?	How do you do?
Mr. Lal, our new finance Manager.	Pleased to meet you.
Let me introduce our new Finance	
Manager, Mr. Lal.	
INFORMAL	
Nita, meet Mukesh. Mukesh	Welcome to our office, Mukesh.
is our new Programmer.	
By the way, do you know each other?	Nice meeting you.
Nita, Mukesh	
Mukesh, Nita	Yes, good to meet you again.
(Pointing with hand)	

Exchanges when introducing yourself

Introducing	**Responses**
FORMAL	
Good morning, I'm Jaideep	Pleasure meeting you
Sehgal from Accounts.	Mr. Sehgal. I'm Anand Raj
	from **Personnel**.
I'd like to introduce myself.	Pleased to meet you, Mr.
I'm Mukesh Kohli from JK tyres.	Kohli.

INFORMAL

Hi! I'm Mrityunjay Singh	Hello, how do you do?
How do you do?	
Hello, you must be Nita Singh. I'm Mukesh Kohli.	Yes, I'm Nita. Nice meeting you.
Excuse me, aren't you Nita Singh? I'm Mukesh. Remember me?	Yes, I'm. Good to meet you again.

REMEMBER

1. Welcome your guest to your city or place of work while making introductions. For example:

   A: Good morning, Dr. Rao. Welcome to NCL. I'm Unikrishnan, Research Associate.

   B: Thank you. I've been looking forward to meeting you.

2. In formal meetings with strangers, use the appropriate title, like Miss/Mr./Dr. and the correct surname. When you know each other well, use the first name like, Nita, Mukesh, etc. Do not use title and first name. For example, use Mr. Kohli or Mukesh, not Mr. Mukesh.

   After getting an idea of how to introduce ourselves and others, it is time for us to now understand why social communication and building relationships are vital for us to participate in larger human networks. But before we move forward, let us look at the meanings of some of the difficult words and revisit what we have learned in this part of the lesson by answering a few basic questions.

INTEXT QUESTIONS 22.6

1. Study and practise the short exchanges/dialogues given below. Identify whether the relationship is (a) very formal, (b) formal, or (c) informal.

   i) A: Good morning. How do you do? You're Veena Yadav, aren't you?

Notes

I'm Neha Bajaj.

B: How do you do, Neha? Pleased to meet you.

ii) A: Pardon me, your name is Rahul Sharma, isn't it?

B: Yes, it is. And you are? ....

A: Iqbal Judge from the Delhi office.

iii) A: Ladies and gentlemen, I'd like to introduce this evening, Bill Gates, the man who has brought about the IT revolution.

iv) A: Rahul, I'd like you to meet my colleague, Anjali. Rahul-Anjali, Anjali-Rahul.

Rahul: Hello, Anjali. Nice to meet you. Welcome to Delhi. Is this your first trip?

Anjali: Thanks. Yes, it is.

2. Complete the dialogue:

i) Mukesh: Hey, Shyam. Have you met Jim before?

Shyam: ____

Jim: How do you do?

ii) Kiran: Meera, this is Neha. Neha-Meera.

Meera: ____

Neha: Fine, thanks. And how are you?

3. After a talk you are introduced to the speaker. Which of the following would you say?

   i) Hello, Bill!

   ii) Hi, Mr. Gates!

   iii) How do you do, Mr. Gates.

   iv) Pleased to meet you, Mr. Gates.

   v) It's an honour to meet you, Mr. Gates.

   Give reasons as to why you would reject the other responses.

   ____

4. When would you say this:

   It gives me great pleasure to welcome Ms. Yasmeen Lukmani, President, Lions Club.

   i) to your friend at a party in her house?

   ii) to a friend at an airport where you have gone to receive Ms. Yasmeen?

   iii) to members of the club at a Lions Club meeting?

22.7 HOW TO BUILD RELATIONSHIPS AND BE ALERT TO SIGNALS?

Social behaviour is an important **aspect** of dealing with people face to face. Our social behaviour helps us connect with new people, develop new relationships and **eventually** form human networks through which we can do so many different things. However, we need to be aware of some broad rules that are **universally** followed in terms of social behaviour and face-to-face communication.

It is important not to start talking about business or the work at hand, immediately after the greeting. To build a warm, friendly relation, you must show some interest in your **client** or colleague without becoming too personal. Generally, this kind of conversation is called "small talk". You can talk about your client or client's journey, family or common friends. It is often best to offer some drink (tea/coffee) or offer to

Notes

- **Aspect:** one part or one quality of a situation, an issue or a subject
- **Eventually:** in the end, after putting in considerable effort
- **Universally:** in a way that happens everywhere or involves everyone
- **Client:** someone who receives professional services from an organisation, a person or an agency
- **Fetch:** to go to a place to get something or someone, and return with it or him or her

Notes

- **Concentration:** the ability to think and work on only one thing and not be disturbed by anything else

do any little job like making a phone call, **fetching** something needed in the situation, etc. Similarly, before ending the conversation and bidding goodbye, small talk about coffee, lunch, snacks, travel, etc., often occur. At a party or at a lunch, it is best to avoid politics, religion and other personal, private details. It is safe to talk about weather, holidays, travel, traffic, public transport, tourist interest, etc. The purpose of a social exchange with a new person is to discover what you have in common, so that you can exchange experiences. With a senior or an older person, it is best to respond politely to queries.

22.7.1 BEING ALERT TO SIGNALS

Speakers send out signals in a variety of ways: sighing, clicking the tongue or pen, tapping the foot, looking at a watch, clock, etc. These show the extent of **concentration**, mood, desire to leave, etc. An alert and efficient speaker must respond to these non-verbal signals.

Statements like:

“Shall we get started?”

“Now to business............”

“Right, let’s get down to business, shall we?”

“We won’t finish by one if we aren’t brisk”, etc., usually signal a change from small talk to the work/task at hand. Similarly, looking at the door or the wrist-watch, signals a need to end or break. The switch can be signalled with statements like:

“Shouldn’t that be done for now/today?”

“Don’t you think we should call it a day?”

“I’d like to stretch my legs for a bit.”

You will notice that these signals come as polite suggestions.

After our discussion covering so many different components of face-to-face communication, we will finally try to understand how to end conversations and take leave politely. But before we move to the final part of this lesson, let us look at the meanings of some of the difficult words and revisit what we have learned in this part by answering a few basic questions.

INTEXT QUESTIONS 22.7

1. Think of some occasion in your family (like a *puja* with *havan*, a wedding, an anniversary celebration, etc.) where you had to interact with several outsiders and socialise with them. How did you begin these conversations? How did you continue further? Remember and describe two memorable conversations on such occasions. Are you still in touch with these two people? Think of how your relationship with these people has changed.

2. What are some of the topics that we can use in face-to-face communication with almost anyone? Now think of your own village or zilla where you were born and have spent several years of your life. What type of topics do common people use in regular face-to-face communication? Share a story of such a conversation that you have had with a neighbour or a shopkeeper in your locality.

3. Abhishek to Vinod: Let's go for dinner and call it a night?

   What is Abhishek trying to convey to Vinod?

4. Think of Rakesh as your best friend. You generally have long face-to-face conversations with Rakesh. However, at times, you somehow know that Rakesh is no longer listening and you have to say something like "Hello, are you even listening to me?" to bring him back. What are some of the general signals that you need to observe to know that Rakesh's concentration is broken?

22.8 LEAVE TAKING

Ending a conversation normally involves two steps: signalling that the conversation is coming to an end, and the actual leave taking.

Signals of ending usually consist of thanking a person. Often you may give a reason or make an excuse for leaving. It is important to be able to recognise these signals, for it would be considered rude to ignore them.

While parting, like the process of greeting, we use set phrases. People who meet regularly, leave informally.

Formal leave takings are more elaborate. On leaving a meeting or at a gathering, you must seek out the organiser, thank him/her and bid him/her goodbye.

Notes

Pre-Closing	Responses
Thank you very much for	The pleasure has been mine.
your attention/interest/support	
FORMAL	
Well, I think that's all.	It's been a pleasure.
Thank you for giving me	Thank you for coming.
this opportunity.	
Well, I'd better be going.	Oh? What a pity. Thanks for coming.
INFORMAL	
It's been very interesting talking	
to you, but	Yes, I've enjoyed it too.
Well, I must leave/be off now.	Same here.
Great seeing you.	
Sorry I've got to go now.	Sure/Yes, I will.
Come over. Drop in some time.	
Closing	**Responses**
FORMAL	
Good bye! Hope to see you again.	Good bye!
Look forward to seeing	Good night
you soon. Good night.	
INFORMAL	
Bye! See you soon/later.	Bye! Take care!
Look after yourself.	And you.
So long. Take care.	You too!

Notes

1. We usually repeat the expression used by the leave taker, while bidding goodbye.

2. For "Take care" and "Look after yourself," the response is "And you" or "you too".

TERMINAL QUESTIONS

1. Read the three pieces of dialogue given below and answer the following questions for each of them:

   a) When does the conversation take place?

      i) after greetings

      ii) before taking leave

      iii) while working

   b) Are people meeting each other for the first time?

   c) What is the topic for small talk? Is it appropriate?

   i. Deepa: How do you do, Ms. Nagpal? I've been looking forward to meeting you.

      Veena: Oh! Please call me Veena.

      Deepa: And I'm Deepa. Well, Veena, did you have a good journey?

      Veena: Well, not too bad. There was a minor fault in the line and we were delayed by half an hour.

      Deepa: Yes, delays are irritating......................

   ---

   ii. Deepa: We've been working very hard. I think we need a break. Let me get you a drink.

      Veena: Yes, I'd like tea, thanks.

      Deepa: Sure. With milk and sugar?

      Veena: Yes, please. Let's go to the canteen. I'd like to stretch my legs.

Notes

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iii. Deepa: Well, that's quite a lot of work done; don't you think?

Veena: We'll call it a day. Shall we?

Deepa: Yes, of course. Care to join me for lunch?

Deepa: Never mind. Would you like some coffee before you leave?

Veena: No. thanks. I should be leaving........

____

2. Some sentences are missing in the dialogue given below. The missing sentences are given in a box after the dialogue below.

Complete the dialogue with sentences from the box.

Please Note: There are more sentences than you need, so choose with care.

Habib: Have you been to Pune before?

Lekha: No, it's my first visit.

Habib: (a)______________________________

Lekha: I'm sure I will.

Habib: So, do you have much time here in Pune? Are you staying long?

Lekha: No, I have to go back tomorrow afternoon.

Habib: (b) ______________________________

You'll have to come back again.

Lekha: (c) ______________________________

Habib: So, what time is your flight tomorrow?

Lekha: Early evening 18.35.

Habib: Well, I can book you a taxi if you like, to get you there in a good time.

Lekha: (d) ______________________________

(i) I don't know for sure.

Notes

(ii) You are going to have a great time here.

(iii) That's very kind. Thank you.

(iv) Hope everything is alright?

(v) Oh, that's a pity. There's such a lot to see.

(vi) That will be too much to ask of you.

(vii) Depends on when I get called for the next project.

(viii) Well, I hope you like it.

(ix) That's good.

(vi) Yes, I'd love to.

3. Identify the unacceptable sentences in the following exchanges. Also say what makes it so.

A. (i) Manager: Is this your first visit here?

Thomas: No, in fact the first time I came here was for a trade fair. It was the Auto Trade fair at Pragati Maidan in 1999.

Manager: Shall we have a look around the plant before lunch?

(ii) Manager: Is this your first visit here?

Thomas: No, in fact the first time I came here was for a trade fair. It was the Auto Trade fair at Pragati Maidan in 1999.

Manager: Ah yes, I remember the exhibition well. So, it was very successful for you, was it?

Thomas: Well, we made a lot of useful contacts.

Manager: Of course....... Now, shall we have a look round the plant

before lunch?

____

4. Identify the unacceptable sentences in the following exchanges. Also say what makes it so.

A. (i) Visitor: Hello, I'm N K Bajaj from Bakson. I have an appointment with Ashok Sahani.

Receptionist: Oh, yes, Mr. Bajaj. Welcome to Telco. Mr. Sahani will be along in a few minutes. Can I get you something to drink?

Visitor: No thanks, I'm fine. But I wonder if I could use a phone?

Receptionist: Yes, of course. And anything else________________

____

(ii) Visitor: Hello, I'm NK Bajaj from Bakson. I have an appointment with Ashok Sahani.

Receptionist: Just a moment, please............. I'm sorry, Mr. Sahani is not in.

Visitor: Well, I think I'll wait. Could you give the message to his secretary? I have another appointment to catch up with.

Receptionist: Yes.

ANSWERS TO INTEXT QUESTIONS

22.1

1. Face-to-face communication is the process that takes place in the simultaneous physical presence of both the speaker(s) and the listener(s) at the same spot. Depending on the relationship shared by the speaker(s) and the listener(s), the space between them varies and one has to be careful about the non-verbal cues as the speaker(s) and the listener(s) can see each other directly.

2. Shyam and Rohit will alternately assume the roles of speaker and listener as they take turns in the process of quarrelling with each other. Suraj, Vishnu,

Mohit and Lakshit are the observers or the extended audience, who cannot directly join the process.

3. Turn taking is important in communication as speakers need to be heard properly for further communication to be fruitful. If everybody is speaking at the same time without taking turns, then nobody will be listening and in such a scenario, communication will be meaningless and chaotic.

4. We need to observe non-verbal cues in face-to-face communication to understand whether the speaker or the listener is being sincere, interested, authentic or hiding something or being deceptive. Non-verbal cues go beyond words and reveal important information about the message sender's personality, state of mind, intent and purpose.

22.2

1. Dhananjay is wearing inappropriate clothing for a formal occasion like an official meeting. Hence, others' perception of Dhananjay will be affected and he will not be taken seriously in the communication process.

2. Breaking eye contact constantly is an indication of Manoj not being truthful and the Mathematics teacher will disbelieve his statements.

3. Sushma can hug and kiss her sister Neha, of her being Sushma's sister and them sharing a deep level of intimacy. However, Sushma should not hug and kiss Susheel as he is a recent acquaintance and she does not share the level of intimacy that would approve such a non-verbal gesture in a traditional Indian setting.

4. Use your own experience: think of use of hand gestures, lip movements, eye movements, facial expressions, etc.

22.3

1. Politeness, in the context of communication, is about the use of appropriate words, showing regard for the person one is communicating with, alongside the consideration of the person's feelings, sentiments and position. One needs to be kind towards and patient with others while being polite in a communicative context.

2. Use your own experience; *Charan sparsh* is an Indian tradition of showing respect towards and seeking blessings and guidance from an elder or a

Notes

senior person by touching his or her feet. As a non-verbal gesture, it sets the tone of the communication process to follow, where the person will be willing to obey and hold in high regard the elder's opinion. So, the feedback will show agreement with the elder's statements and there will be very little or no resistance to the elder's suggestions.

3. Beyond age, other factors like social standing, professional **status** (like a policeman, a district magistrate, etc.), organisational **hierarchy** (who is the senior versus who is an intern), etc., influence politeness norms in an Indian setting. Use examples from your own state to answer the second part of the question.

4. a) I advise you to kindly open an account in the bank, for me to be able to process your request.

   b) Please give me more information.

   c) The food is cold. Can you please heat it once for me?

   d) Is there a better room available? It is difficult for me to be in this room.

22.4

1. No, Farhan and Naman have not behaved appropriately. Their use of slang and colloquial expressions is problematic here.

   Farhan: That is an unwise thing to do!

   Naman: You need to trust me, Farhan!

2. No, Gautam should not talk immediately about the project. It would not fulfil Gautam's purpose as Payal is not in the mental state to think about work and responsibilities. Rather, Gautam should practise empathy and communicate regarding what sort of help Payal might need at the moment and how Gautam can assist her in this situation. Later on, after the crisis has been dealt with, Gautam can talk about the project and Payal will respond favourably as she will acknowledge Gautam's help during the difficult period.

3. Use your own experience to answer; the difference lies in the approach: when we respond, we act with a problem-solving mindset. On the contrary, when we react, we don't try to solve anything, rather it's an emotional outburst that further complicates the matter.

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4. The face-to-face communication will be a failure, as Ravi is not paying attention to and hence not listening to Pramod. Much of the information shared is being lost. To improve the quality of their conversation, Ravi should stop using his smartphone. Ravi should pay full attention to Pramod, with periodic non-verbal cues like nodding one's head, smiling, using hand gestures, etc., and verbal messages or questions to show how he is taking interest in what Pramod has to share about his Ladakh trip.

22.5

1. (i) formal (ii) formal (iii) informal

   (iv) formal, (v) informal (vi) formal

2. (i) b (ii) d (iii) c (iv) a.

3. (ii) Good morning, Sir How're you feeling now?

4. The remark is very informal, therefore inappropriate. He should have said: Good morning, Sir,

22.6

1. (i) formal (ii) formal (iii) Very informal

   (iv) informal

2. (i) No. Pleased to meet you, Jim. (ii) How are you, Neha?

3. Accept

   (v) It's an honour to meet you, Mr. Gates
   Because, it expresses the pleasure of meeting a special person.

   Reject

   (i) & (ii) for being too informal

   (iii) and (iv) would be quite acceptable.

4. (iii) to members of the club at a Lions club meeting

22.7

1. Use your own experience to answer the answer.

2. Use your own experience to answer the answer.

Notes

3. Abhishek is trying to signal a switch to Vinod and end the work-related communication for the day.

4. Rakesh has looking at his wrist-watch frequently, or looking at the door, or breaking eye contact randomly and intermittently, or getting distracted by something in the surrounding environment.

23

WRITING MEMOS AND LETTERS

*C*ommunication in the office is quite different from personal communication. In the office, we need to keep in mind office procedures and rules. Written communication in the office is meant as much for record as for reference. Two very important kinds of written communication in the office are memos and letters. The aim here is to provide you with a comprehensive understanding of how to write effective memos and letters for various purposes.

LEARNING OUTCOMES

After completing this lesson, the learner:

- Recognises different styles of letters;
- Identifies different components of effective letters;
- Develops the ability to use clear, concise and professional language in memos and letters.
- Composes memos and letters based on real-life situations;

23.1 MEMO

The Long man Concise Dictionary of Business English defines memo as

"an in formal written or typed message to someone in the same office or organisation, sent in place of a letter."

Or

"a short informal note or report-on some deal or event or conversation."

A memo is a brief written message used primarily for internal communication within an

Notes

organization. Memos are used to share information, updates, or instructions with colleagues or subordinates. A memo is generally used for sending messages from one department to another within the same organization.

STRUCTURE

- **Heading**: Includes the word "Memo" or "Memorandum," date, to, from, and subject.
- **Opening**: Briefly states the purpose of the memo.
- **Body**: Provides detailed information, including background, discussion, and any action required.
- **Closing**: Summarizes the memo's main points or actions needed, and includes a polite sign-off.

Given below is an example of a memo.

MEMORANDUM

4 th Nov. 2000

From:- Director (Building)

Subject:- Security Measures

To:- The Security Manager

After three incidents of theft of scooters in the previous week from our parking shed, it is important that security measures should be tightened with immediate effect. A strict check at the entrance and exit gates is required. Only permanent token holders should be allowed to park their vehicles in the parking shed.

(a) Please issue identity cards to all the employees of the establishment with their recent photographs.

(b) Each employee should be given a token for his/her vehicle.

A full-time parking shed caretaker should be appointed with immediate effect. Financial sanction be obtained. Manager (Personnel) be consulted about the recruitment rules.

Please discuss these and other security measures with members of the staff. Their suggestions will be welcome.

Sd/

Director (Building)

Notes

The short form of memorandum is memo.

So, office memos are:

- neither letters nor notices
- provides instruction and information.

23.1.1 HOW TO WRITE A MEMO?

While writing a memo you should keep in mind the following points:-

- State the subject clearly and precisely.
- Get to your main message directly.
- Make your sentences short and simple.
- Give preference to direct statements using personal pronouns if necessary;

  e.g., instead of saying,

  "The chairman has desired that all section heads prepare monthly reports on the implementation of the project and submit the same to the undersigned for compilation."

  You can say:

  "I have been asked by the Chairman to compile all monthly reports on the implementation of the project. Please send me a report pertaining to your section by the 7th of the month."
- Break up your message into points.
- Make it brief because your reader may be a busy person and may not have time to read a long message.

INTEXT QUESTIONS 23.1

1. Given below is a jumbled-up memo. Put the sentences in their right order and rewrite the memo in your exercise book.

Notes

MEMORANDUM

From:- Supervisor

Subject:- Misuse of Computers

To:- Mr XYJ

Computers are shut down properly after use.

Games and other means of personal amusements are not played on office computers.

Please ensure that the following measures are followed strictly by members of the staff.

Computers in the common pool are not switched off after use.

Computers are used for playing games.

On the subject stated above it has been observed that:-

sd/

Supervisor

2. You are organising a community service project for the welfare of the street kids in your locality and need volunteers. Write a memo to your classmates explaining the project, its significance, expected outcome and requesting volunteers. Mention the date, time, and how they can sign up to help.

3. As a Class Representative, you need to remind students, on behalf of your teacher, about the upcoming deadline for a project submission. Write a memo that details the submission date, project requirements, and whom to contact for questions.

4. Imagine you are the Head of the Student Council, and you need to inform your fellow students about an upcoming school event to showcase Honourable Prime Minister Narendra Modi's vision for Viksit Bharat. Write a memo announcing the event, including the date, time, location and any preparations they need to make.

23.2 LETTER

A letter is a written message from one party to another containing information. Letters can be formal or informal and are used for a variety of purposes including communication with external entities like businesses, institutions, or individuals.

STRUCTURE

- **Sender's Address:** Your address at the top right corner.
- **Date:** Below the sender's address.
- **Recipient's Address:** The address of the person you are writing to, placed on the left, starting below the date.
- **Salutation:** "Dear [Name/Title]," to greet the recipient.
- **Body:** Introduction, main content, and conclusion.
- **Closing:** "Yours sincerely," followed by your signature and name.
- **Enclosures:** Mention any documents you are including with the letter.

TIPS FOR EFFECTIVE WRITING

- **Be Clear and Concise**: Use simple language and get straight to the point.
- **Use Proper Format**: Follow the structure for letters closely.
- **Proofread**: Always check your writing for spelling and grammar mistakes.
- **Be Courteous**: Maintain a dignified tone throughout your letter.

23.2.1 LETTER OF COMPLAINT

A letter of complaint is a formal way of communicating your dissatisfaction with a service or product. It's important to be clear, concise, and respectful, even when you're unhappy with something.

We often have to write letters of complaint to various organisations. This skill is very useful when you need to convey our issues with a product or a service, in a formal and constructive manner.

While drafting letters of complaint we have to state the complaint clearly and be polite without blaming anyone. We also have to give relevant references and details. We must state very clearly what we want the company to do.

ADDITIONAL POINTERS

- **Stay Polite and Respectful**: Even if you're upset, a polite tone is more likely to result in a positive outcome.
- **Provide Evidence**: Attach or mention any receipts, warranties, or photographs that support your complaint.

Here is an example:

From:- 24th Dec, 2023

Rocky Pens

Mayapuri Industrial Area, New Delhi

To:-

Neverlock Fountain Pens

Okhla Estate, New Delhi

Subject:- Defective supply.

Dear Sir,

We wish to complain about the 500 ball point pens supplied vide your invoice letter No. NL/RP/. FP/ 2023 dated 28th Nov, 2023.

We regret to inform you that only 100 pens are in working order. Rest of the supply has one or two of the following defects:

Cracks in caps

Loose clips

Dry refills

Please replace the 400 defective pens at the earliest.

Looking forward to your early action.

Your sincerely

A D Gupta

The above letter contains the following:

Sender's Name and Address — Date

Address of person or firm intended for

Subject

Body

references

nature of defect

request for replacement

Closing

INTEXT QUESTIONS 23.2.1

1. Imagine that you are the Manager of VXT Textiles, Ludhiana. You had placed an order for the supply of 16 boxes of Silk Sarees with Shree Cloth Mills, Chennai. But you have received 16 boxes of Chennai Cotton Sarees. In your exercise book, write a letter of complaint and request for replacement.

2. Imagine you bought a new Samsung smartphone online from Amazon, but it stopped working within a week. Write a letter to Amazon complaining about the faulty product. Request a replacement or refund. Provide evidence of your purchase and the problem being faced.

3. Write a letter to the Manager complaining about the poor service you received at the Swagat restaurant, Ahmedabad, on your birthday. Describe the issues with the service and how it affected your celebration. Suggest how they might improve their service in the future.

4. You received a bill from your internet service provider, Airtel, charging you for a plan that you did not subscribe to. Write a letter to the Area Manager, Customer Service, Airtel, highlight the error, provide evidence of your actual plan, and ask for the bill to be corrected.

Notes

27.2.2 LETTER OF ENQUIRY

A letter of enquiry is formal communication asking for specific information or details. It should be clear, concise, and to the point, ensuring the recipient understands exactly what information you're seeking.

This type of letter is used when you seek information, clarification, or details about something. It could be about a course, product, service, or any general information. By mastering the art of writing enquiry letters, you can effectively communicate your curiosity and obtain the information you need.

Here is a sample letter of enquiry.

From:

International Correspondence College, 21st Jan. 2001

New Delhi

To:-

M/s. Eagle Offset Printers.

Naraina Vihar,

New Delhi

Subject:- Enquiry about the progress of printing and supply of lessons.

Ref.:- (i) Your letter No. ICC/L/Eagle/2000, date 19th Dec.

(ii) Your letter No. ICC/L/Eagle/2000, date 12th Nov.

Dear Sir,

With reference to the above subject you are requested to let us know the following:

No. of lessons yet to be printed.

No. of illustrations yet to be made.

Date of dispatch of the printed material.

We would like to inform you that you are already late by two weeks.

As per clause 3 (b) of the agreement a fine of Rs. 100/- per day will be charged for delay in completion of the assignment.

Kindly treat this matter as most urgent and send us the material immediately.

Yours sincerely,

(Vinod Mankad)

Dy. Director

While writing a letter of enquiry remember the following points:-

- the contents of the letter should mention references (letters and agreements) of both parties (sender and addressee)
- the enquiry should be specific
- it should make clear that the matter is urgent and needs special attention

INTEXT QUESTIONS 23.2.2

1. Here is an incomplete letter of enquiry. Complete it by filling up the blanks. you can use the words given in the box.details, terms, requirement, manufacturers, reference, enquiry

details, terms, requirement, manufacturers, reference, enquiry

From:

Trendy Furniture Ltd.,

Bhopal

To:

The Principal

SJ School,

Delhi

Subject:__i_about details of furniture requirement.

Dear Sir,

This is with__ii__to your advertisement in the Indian Express, inviting tenders for steel/wooden furniture.

We happen to be one of the leading_iii_of steel furniture in Bhopal.

Could you please give us_iv_of your_v_and other_vi_and conditions if any.

We offer a 10% discount to educational institutions.

We hope to hear from you soon.

You sincerely,

S K Jha

Notes

2. Imagine you are interested in a specific course offered by the Ramakrishna Mission Institute of Culture, Kolkata. Write a letter to the Program Manager enquiring about the course details, such as duration, fees, eligibility criteria, and the admission process.

3. You want to buy a laptop from Lenovo and have shortlisted a model. Write a letter to the Lenovo Retail store enquiring about the laptop's availability, price, warranty period and any ongoing offers or discounts.

4. Write a letter to the NGO, Akhand Uday Foundation expressing your interest in volunteering with them for rural development activities and poverty alleviation and skill development workshops. Ask for information about their upcoming projects, volunteer roles and how you can join.

WHAT HAVE YOU LEARNT

- Letters are written on a letter head but memos are written on a plain sheet of paper or on a memo format.
- The format for letters and memos is different.
- The style of writing is indirect in letters but is direct in memos.

TERMINAL QUESTIONS

1. Given below is an incomplete letter of complaint. Complete it by using the following clues:-
   - An order of 1200 silky blankets packed in 12 wooden boxes was placed-only 900 blankets packed in 9 boxes has been received-remaining 300 to be sent as soon as possible so that the same can be distributed before month end.

Dear sir,

We have received your consignment of silky blankets against our order No. AK/I/231, dated 16th March, 2000.

We regret____

____

____

____

____

____

Yours sincerely,

XYZ

2. Given below is the text of a memo sent from the Manager to Mr. Rakesh Kumar confirming the decision reached at a meeting. The meeting was held to discuss Mr. Kumar's leave application as well as necessary follow up action. Number the sentences in the right order.

> I am writing this to confirm the decisions reached yesterday at our meeting.
>
> You will be allowed to leave office one hour in advance, i.e. at 4.00; p.m.
>
> You will be given leave with full pay for ten days from May Ist to May 10th to enable you to take the CS exams.
>
> From May 11th you will follow the working hours except that you will put in three hours of extra work on all Saturdays in May to complete the Annual Report.
>
> This arrangement will continue till April 30th, when your CS exams begin.
>
> You will henceforth be at your desk no later than 10.00a.m. and shall work through the lunch hour to partially make up for the time lost in the morning.

3. Imagine you are the Head of your school's Student Cultural Committee. Write a memo to your committee members informing them about an upcoming event and their responsibilities.

4. Write a formal letter to the Principal of your school requesting permission to organise a science exhibition on World Students' Day, October 15, late Dr A P J Abdul Kalam's birthday. Include the purpose of the exhibition, the proposed dates, and how it will benefit the students.

ANSWERS TO INTEXT QUESTIONS

23.1

1.

> From:- Supervisor
>
> Subject :- Misuse of Computers
>
> To :- Mr.- XYJ
>
> On the subject stated above it has been observed that:-
>
> 1. Computers in the common pool are not switched off after use.
> 2. Computers are used for playing games.
>
> Please ensure that the following measures are followed strictly by members of the staff.
>
> 1. Computers are shut down properly after use.
> 2. Games and other means of personal amusements are not played on office computers.
>
> sd/-
> Supervisor

2. Individual answer
3. Individual answer
4. Individual answer

23.2.1

1. Individual answer
2. Individual answer
3. Individual answer
4. Individual answer

23.2.2

1. i. enquiry   ii. reference   iii. manufacturers   iv. details
   v. requirement   vi. terms
2. Individual answer
3. Individual answer
4. Individual answer

Notes

24

WRITING E- MAILS

E-mail, also written as email, is an abbreviation for electronic mail. It is described as data kept on a computer and shared between two people over the internet. E-mail, in its most basic form, is a communication that may contain text, files, photos, or other attachments and is transmitted across a network to a specific individual or group of individuals. Email is something you type on a computer, but a letter is something you write by hand. Email is more efficient and speedier since typing and sending email takes significantly less time than writing and posting. Moreover, while using e-mail, differences in location and time zone do not remain an obstacle. For example, if you send an e- mail from India to a firm in America, they will get it immediately.

LEARNING OUTCOMES

After completing this lesson, the learner:

- Recognises different styles of communications through e- mail;
- Composes e-mail based on real-life situations;
- Classifies different Dos and Don'ts of effective communication through e- mail;
- Assesses the use of technology in communicating ideas effectively.

24.1 WHAT MAKES E- MAIL DIFFERENT

Electronic communication is fundamentally different from paper based communication because of its speed and broadcasting ability.

On paper, it is essential to make everything clear because your audience may not have a chance to ask for clarification. With e-mail, the receiver can ask questions immediately.

E-mail thus tends to be loosely structured, like conversation. This has its advantages- you save time and effort. Why should you spend hours on correct spellings, perfect grammar and appropriate words when the message is only to tell your colleague that you are ready to go to lunch. Of course, you must know when you can be careless and when you have to be meticulous.

Another difference between e-mail and older media is that what the sender sees when composing a message might not look like what the reader sees. With e-mail, the software and hardware that you use for composing, sending, storing, downloading, and reading may be completely different from what your **correspondent** uses. The visual quality of your message may be quite different by the time it gets to someone else's screen. Since these differences exist, it is necessary for you to tailor your message to this new medium.

Notes

- **Correspondent:** writer/ a person employed to report for a newspaper or broadcasting organisation

INTEXT QUESTIONS 24.1

1. How is an email different from a written letter?
2. How is electronic communication different from paper-based communication?
3. Mention some important features of communicating through e-mail.

24.2 HOW TO WRITE AN E-MAIL

In this section you will learn some of the major features of communicating through e-mail.

Ways Of Establishing Context

With e-mail, you cannot assume anything about a sender's location, time, state of mind, and profession, interest or future value to you. This means that you need to be very careful about giving your receiver some context. Furthermore, your receiver may get a few hundred messages all at once. This section will give specific ways for establishing context so that your message becomes meaningful and receives attention.

24.2.1 MESSAGE HEADER

The message header contains information concerning the sender and recipients. The exact content of email headers can vary depending upon the email system that generated the message.

Generally, headers contain the following information:

- **Subject:** Subject is a description of the topic of the message and is displayed in most email systems that list email messages individually. A subject line that relates clearly to the body of the e-mails will help people mentally shift to the proper context before they read your message. The subject line should be brief, and needs to be a complete sentence. It should give a clue to the contents of the message. For example:

  SUBJECT: BOOK ORDER – TEACHER TRAINING

  Dear Mr. Mishra,

  Please send one copy of the following CUP titles by 26th March latest.

  Here, the subject line summarises the most important details of the message.

  When you know the person gets a lot of mail and you want him/her to act on your message without delay:

  Subject: URGENT: Book Order- Teacher Training

  If you are offering non-urgent information that requires no response from the other person, prefacing the subject line with FY I: (For your information) is not a bad idea, as in

  Subject: FYI: Passes for The Wild Duck

  21 passes for the 18th 3 p. m. show are at the Reception Desk, First come, First served!

  Do not use 'information' for your subject line. Instead ask clearly for the specific piece of information you need.

- **Sender** (From). This is the sender's Internet email address.
- **Date and Time Received** (On). The date and time the message was received.
- **Recipient** (To:). First/last name of email recipient.
- **Reply-to**: If your message is in response to another piece of e-mail, **preface** the subject line with Re: or RE: (for Regarding). For example:

  Subject: RE: Book order-Teacher Training

Notes

- **Preface:** introduction/ foreword

This is the Internet email address that will become the recipient of your reply if you click the Reply button.

- **Recipient email address**: The Internet mail address of the recipient, or where the message was actually sent.
- **Attachments**: Files that are attached to the message.

Notes

24.2.2 Body Of The E-Mail

The body of a message contains text that you want to share with the other party. The message body may also include signatures or automatically generated text that is inserted by the sender's email system.

- **Quoting References**:

If you are referring to a previous e-mail, you should explicitly quote the document used for reference. For example, imagine, you are referring to the following mail:

> **Subject: FYI: Passes for The Wild Duck**
>
> 21 passes for the 18th 3 p. m. show are at the Reception Desk, First come, First served!

Here, you can make your e-mail specific by beginning with the subject line followed by your query as in:

> **Re: Show on 18th**
>
> Hello!
>
> Are passes for 18th, 3 p.m. show gone?

Referring to the previous document becomes necessary because you may have sent the message on Friday and might not remember it on Monday morning when you see the response.

However, you must also avoid giving too much context. Look at the two examples given below and decide which is better and why?

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Example A:

>I've talked to Rakesh about

> price quoted by BPL. He thinks

>its too high. Neha promised

> to contact HL and LG> Any news?

> What do I do now?

Example B:

> Rakesh has Bp: quotation. Compare

> it with those of HL and LG available

> with Neha.

> Respond with the line of action.

The second (B) is better because it is shorter and is action oriented. It tells the receiver precisely what he should do-

(i) compare prices from different sources

(ii) decide and convey subsequent action.

You must remember that the greater than sing (>) appears only when you are forwarding a mail or replying to a mail without going through the process of composing a reply afresh. This sign (>) appears only at the recipient's end.

- **Page Layout**

  Words on a computer screen look different from the words on paper and usually people find it more difficult to read things on a screen than on paper. For instance, you may have put some of your information in boxes but your recipient's computer may not receive it in that form. This means that a good e-mail page layout is different from a good paper document page layout.

- **Shorter Paragraphs**

  Frequently e-mail messages will be read in a document window with scroll bars. It is difficult to read a very long paragraph because half of it will be outside the screen. Therefore, it will be difficult to remember the information.

Notes

- **Line Length**

Most softwares that reads mail does not automatically wrap i.e. adjust what words go on what line. This means that if there is a mismatch between your software's and your correspondent's in how they wrap lines, your correspondent may end up with a message that does not look good; especially in formal business communications.

If a line is longer than 76 characters (Anything typed including a space is a character), it is split after the 75th character and the line ends with an equal sign. Some e-mail reading software can automatically reconstruct your message but others may completely change the alignment. You should try to keep your lines under seventy characters long. Why seventy and not, say seventy six? Because you should leave a little room for the indentation or quote marks your correspondents may want if they need to quote pieces of your message in their replies.

- **Clear and Precise Prose**

Keep everything short. Keep your lines short, keep your paragraphs short and keep the message short. If your correspondents want more information, they can ask for it. Also note that some of your correspondents may have limits on how much disc space their e-mail can use.

If you are sending a report to many people then you may need to put more details into the e-mail so that you aren't flooded with questions from everyone on the recipients list. You should ask yourself carefully, if all the people really need to be on the list.

The fewer the people there are on the recipient list, the shorter the message should be. Keep everything on one "page". In most cases this means twenty five lines of text.

- **Greetings and Signature**

Every new medium develops its own rules for opening and closing. Because email is so new, there aren't firm customs on how to open and close.

Most often start with 'Dear-(First name) and close with 'Regards' or 'Thanks' and your signature. In the USA, they often begin with 'Hi' Many people do not give either a salutation or a signature because the addressing information is a part of an e-mail message. The e-mail message itself says who it is to and from.

All the same, it is good to have greetings and signatures. Many e-mail programmes allow you to set up a default signature to be included at the end of every message. Many people use these signatures as an easy way to give their name and alternate ways of reaching them. For example:

R. Swaminarayan

Training Officer

Translation Project

Malgudi Publishing House, malgudi

Contact: (+91) ***** *****

malgudipublishinghouse@gmail.com

Of course, you have to decide whether all this information is necessary with a particular message. Such a heavy signature may be inappropriate for a one-line casual e-mail.

- **Identification:**

  It is important to identify yourself especially when you are e-mailing a stranger. Your e-mail must answer the questions that will come to the receiver's mind. They are:

  - How did she/he find out about me?
  - What does she/he want from me?
  - Who is he/she?
  - Why should I pay any attention to him/her?

  It is best to put all identification information at the top instead of the bottom because:

  - Your identity is an important clue to the context of the message.
  - If there is a problem with the transmission of the mail, the end is much likely to get lost than the beginning
  - If you don't establish quickly who you are, your correspondent may delete your message before he gets to the bottom.

INTEXT QUESTIONS 24.2

1. What are the basic components of an email?
2. How do you write a good e-mail? Explain its constituents.
3. Why is identification of a person vital in writing an e-mail.

24.3 THINGS TO REMEMBER

- The subject line should be very clear. It should simply state the subject of the email so that the reader knows what to expect. Also, the subject line should never be in all caps or all small letters. The reader might misunderstand it for a **spam** message.
- Only public matters should be discussed over emails. Matters of **confidential** nature can be misused if the email gets hacked.
- Emailing with any kind of bad news or expressing anger over the email is also not advisable. Face to face communication (if possible) is always preferable in such cases.
- The use of emoticons, slangs and **jargon** not known to the receiver should be discouraged while writing a professional email.
- While hitting reply, beware of the 'Reply all' option. This will send your email to all the people who were in the mailer list of the original email and this may not be what you intended.
- Using BCC is always advisable when you do not want people to know who others have sent the e-mail. BCC stands for blind carbon copy. When you put the email addresses under BCC, those addresses will not be visible to the recipients of the email.
- Sometimes, when we are too lazy to compose a new email, we just open an old email and hit reply. This should never be done because by doing this, you are sending a message that has nothing to do with the previous one.
- A little time saving trick for someone who has to send a lot of emails is to include a signature in their emails. The signature contains your first name and last name followed by your title/designation, email address and telephone number etc.

Notes

- **Spam:** Digital junk mail sent in bulk over the internet
- **Confidential:** Intended to keep secret
- **Jargon:** Key terms related to a particular occupation or subject

- People usually use short forms when sending e-mails. Here are a few of them:

BBL - be back later	IMO - in my opinion
BFN - bye for now	IOW - in other words
BRB - be right back	LOL - laughing out loud
BTW - by the way	NBD - no big deal
FYI - for your information	RPFL - rolling on floor laughing
<g>- grin	TIA - thanks in advance
<G>- big grin	TIC - tongue in cheek
HSIK - how should I know?	TTFN - ta ta for now
IAE - in any event	TTYL - talk to you later
IMHO: In My Humble Opinion	ASAP: As Soon As Possible

WYSIWYG- what you see is what you get

RSVP: Répondez s'il vous plaît,French for "Respond, if it pleases you"

Notes

INTEXT QUESTIONS 24.3

Identify the following statements are true (T) or false (F) Correct the false statements.

1. With e-mail, the receiver can ask for and get clarifications.
2. Since many messages come all at once we must use ways to make our message stand out and be read.
3. Reference to previous letter/mail is carried below the subject line.

Notes

24.4 SAMPLE E-MAIL

Sample 1

anamika@gmail.com

Request for work from home due to Covid

Dear Ma'am,

This is to let you know that I have not been keeping well for the past few days and as far as the symptoms are concerned , I suspect it could be covid. I will be getting tested for the same and it will take a few days till I get the reports. Until then, please allow me to work in the online mode as it is best for me and others that I isolate myself.
Will update you as soon as I have the results.

Thank you

Regards,
Paul

Sans Serif

Sample 2

Bcc: radhika@hotmail.com

Notification: International Conference on Language and Culture

Dear Colleague,

We are pleased to announce the 4th International Conference on **Language and Culture** to be organised on **14th and 15th May, 2022**. The conference will be hosted by Star Glory University,Madhya Pradesh, India.

Please find the details of the conference attached with this email. We look forward to your active participation.

Thank you.

Best
Usha Lal, PhD
Assistant Professor
Department of Humanities and Social Sciences
Star Glory University

Conference announcement.pdf (1,627K)

Georgia

INTEXT QUESTIONS 24.4

1. You receive the following message on 21/04/2024

> Dear Harish,
> Last night the new central cooling system installed by Aqua Cool exploded. Our complete spring stock has been destroyed. Damage-minimum Rs. 4 lakhs. Advise line of action.
> Manish.

You are Harish. Now, write a reply to Manish.

2. Write to Raj Travels, asking them to cancel your air tickets to Bangalore and hotel accomodation they had booked for you. You will inform about the changed date in the near future.
3. Mention some Dos and Don'ts of writing an email.

WHAT HAVE YOU LEARNT

- An e-mail is different from older media
- To write a good e-mail one has to provide adequate context
- Using meaningful subject lines, page layout, Greetings and signature, Identifying are very important in writing an effective e-mail

TERMINAL QUESTIONS

1. Write an e-mail to your friend giving him some tips and tricks on how to prepare for term end examinations.
2. Your friend wastes a lot of time on the internet visiting sites and playing online games. Write an e-mail advising him not to do so.
3. Imagine you are Vanshika/Vivek, write an email to your teacher asking permission to remain absent from school for 2 days on account of your sister's wedding ceremony.
4. Write an email to your younger brother Ashish to give him the right guidance to choose the right career option after class 12th.
5. You are a former student of Mr. Mittal, your tutor. Write an email with a minimum of 80 words using phrases to thank Mr. Mittal for his guidance that contributed to your overall development.
6. You are a project manager for ABC company, write an email to your company members enquiring about delay in submitting their weekly planner and stressing the importance of meeting deadlines.

Notes

ANSWERS TO INTEXT QUESTIONS

24.1

1. An email is instant and electronic, while a written letter is physical and typically slower to deliver.
2. Electronic communication is faster, editable, and allows for instant delivery compared to paper-based communication, which is physical and slower.
3. Important features of email communication include instant delivery, ease of editing, attachment capabilities, and the ability to communicate with people worldwide.

24.2

1. Basic components of an email include the subject line, recipient(s), sender's email address, message body, attachments, and signature.
2. To write a good email, include a clear subject line, provide context, use concise language, ensure proper formatting, and proofread carefully.
3. Identification of a person is vital in email to establish credibility, clarity, and professionalism, ensuring the recipient knows who the sender is.

24.3

1. T 2. F 3. F

24.4

1. Individual answer : Contact Aqua cool and ascertain cause of explosion- any casualties/contact insurance- use stand by system for time being.
2. Individual answer
3. Dos:
   - Do use a clear and concise subject line
   - Do address the recipient appropriately
   - Do provide context and background
   - Do use a professional tone
   - Do proofread before sending
   - Do use proper formatting
   - Do respond in a timely manner

   Don'ts:
   - Don't use vague or misleading subject lines
   - Don't forget to proofread
   - Don't use an unprofessional tone
   - Don't use all caps
   - Don't forget attachments
   - Don't overuse CC and BCC
   - Don't use email for sensitive or confidential information

25

REPORT WRITING

A report is a factual account to present facts about a particular event, topic, or issue. It is written so that people who are unfamiliar with a given subject can find everything they need to know about it. Since a report is factual, it is a description of what has been said, seen, done etc. It contains facts, figures, information, analysis, opinion, suggestions, recommendations, maps, graphs, charts, pictures, statistical tables especially compiled for a particular purpose.

Reports are a vital method of communication. Firms and government offices use reports to objectively communicate information about some aspect of business or certain situations. Students also need to submit reports as part of their assignments.

LEARNING OUTCOMES

After completing this lesson, the learner:

- Identifies the Who, What, When, Where, Why and How in a report;
- Discusses different components of report writing.
- Recognises different styles of report writing for specific audiences;
- Composes reports based on given clues;

25.1 SECTION I: HOW TO WRITE A REPORT

Circumstances:

Reports are written under following circumstances:

- Written at your initiative;

Notes

- Written as a response to other's letter;
- Written regularly or at specific time interval for smooth functioning of an organisation;
- Written to report an incident or happening;
- Provide an account of something.

Purpose:

The main purpose of writing a report is as follows.

- A report is a precise account or description of a specific subject;
- The data in a report is factual and reliable;
- Information is presented in a logical flow;
- As a result, a report helps the reader make crucial decisions.

How to write a report:

- A report must be comprehensive but brief. All the information must be about the same topic.
- Reporting is the accurate and truthful coverage of an event. Audience should be provided with facts and evidence rather than personal opinions.
- Reports must be set out clearly with a headline, introduction, paragraphs, and images.
- They should be written in a formal tone. It is usually written in third person and indirect speech. Often passive voice is used.
- The language is simple and easy to understand; ornamental language is avoided.

25.1.1 Writing Your Report

To write your report, follow the process given below:

Collection of ideas. Analyse the situation and collect information by researching the topic.

Organizing ideas. It is important to carefully organise your writing as it

Guides the audience through your reasoning process

↓

Offers a clear explanation of each argued point

↓

Demonstrates your **credibility** as the writer of the report

↓

Drafting the writing task. Select the right medium

↓

Organise the information

↓

Adapt to your audience

↓

Keep the tone appropriate with the audience, purpose and situation

↓

Use bias free language

↓

Have a positive attitude and be polite

Editing the writing task. Review your written report and evaluate content. Edit for **conciseness** and clarity. Check for errors in spelling and grammar. Ask for peer/ teacher feedback.

Rewriting the writing task. Study the feedback and rewrite the report.

Submitting the report.

The way a report is written depends upon two major considerations:

a) who is going to read it

b) why is (s) he going to read it

Notes

- **Credibility:** the quality of being trusted and believed in
- **Conciseness:** the quality of being short and clear

Notes

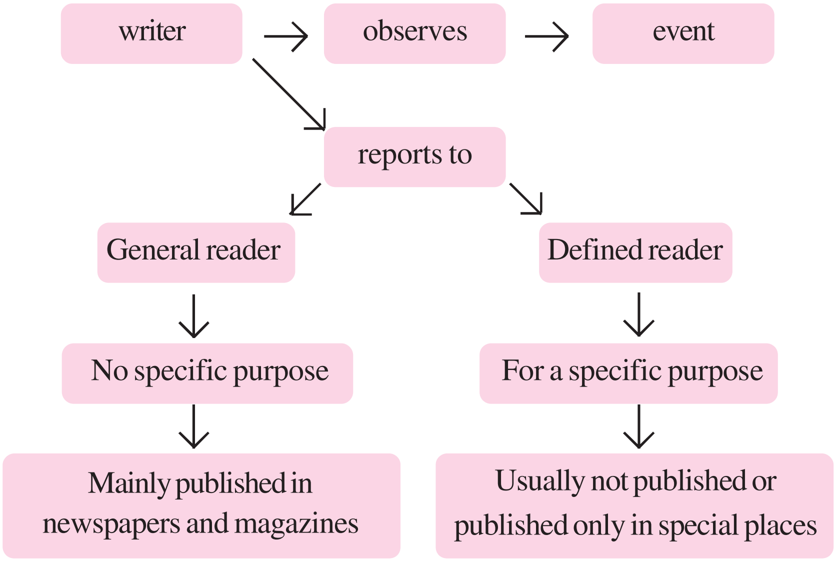


Fig. : 25.1

INTEXT QUESTIONS 25.1

1. What is the purpose of a report?
2. Who is the target audience for a report?
3. How can you ensure clarity and consciousness in your report?

25.2 FORMAT OF A SCHOOL MAGAZINE REPORT/ NEWSLETTER/ NEWSPAPER REPORT

Let us first look at reports that are published. These include

- Report for a School Magazine
- Report for a Newsletter
- Newspaper report

Headline

Every newspaper report has a headline to attract the attention of the reader. The headline must state the topic of the news in a strong, short phrase or statement. Headline must be:

- catchy

- brief - leave out articles, prepositions, etc where possible, use abbreviations/ shortened word-forms wherever possible

Notes

Byline

Since this is your newspaper report, you need to let the reader know who wrote it. The line with your name on it is called the "By" line because it tells by whom the report is written.

Write the word "By" followed by your name.

Lead Paragraph

A lead paragraph usually answers the questions: Who? What? Where? When? Why? Remember to write about these in your lead paragraph.

- The day, date, and time of the day when it happened
- Name/names of the person(s)/ event(s) etc the news is about.
- The place where the incident happened
- Details of the incident
- Reasons why the incident happened

Paragraph 2

The second paragraph is an elaboration of the lead paragraph. Narrate the incident in the chronological order.

Paragraph 3

Eyewitness accounts add to the authenticity of the news. Also, they may interest the reader. Include some quotes from the eyewitnesses' comments. Also describe what they felt about the incident.

Paragraph 4

Describe the future course of action being planned. Remember to use simple, clear but formal language.

25.2.1 Differences Between A School Magazine And Newspaper Report

While school magazines/newsletter offer in-depth analysis and targeted content for specific interests and demographics, newspapers provide timely news updates to a

Notes

broad audience. Both forms of print media play essential roles in informing and engaging readers in different ways.

Features	School Magazine/Official Newsletter	Newspaper
Main objective	To provide in-depth information on specific topics	To provide news and current events
Frequency of Publication	Weekly/Monthly/Quarterly/Annual	Daily/Weekly
Layout and Design	More visually appealing with a focus on photos and illustrations	More text-oriented, less emphasis on visuals
Content Type	Specific, focusing on a particular topic or genre	Broad, covering a wide range of topics
Writing Style	Detailed, descriptive, and engaging	Factual, concise, and straightforward
Audience	Specific demographic or interest group	General public
Life Span	Longer, can be retained for reference	Shorter, often daily

Table 25.1

25.2.2 Sample School Magazine Report

In order to raise funds for the victims of recent floods, Alpine Public School, Kochi organized a cultural night in which the student artists of your school and those from neighbourhood schools presented various programmes. Nishtha Basu, the Deputy Commissioner was the Chief Guest.

Study the following report published in the school magazine.

Notes

Headline

CULTURAL EVENING TO RAISE FUNDS FOR FLOOD VICTIMS

Byline

Sapna, Alpine Public School, Kochi

Lead Paragraph What When Why

Reaching Out, the cultural gala organised by Alpine Public School, Kochi on 4th October, to gather funds for rehabilitating the flood affected communities of the city, was an entertaining evening with a noble cause. The gala event was held at Kaloor Stadium in Ernakulam with more than a thousand participants from fifty schools.

Second Paragraph More information

Schools from more than fifty schools in the District took part in the cultural gala organized on Saturday at the Kaloor Stadium. The brilliant performance of students as they presented songs, dances, fancy dress shows, and one act plays kept the audience spell-bound for four hours.

Third Paragraph Comments of people involved

The funds raised from sale of tickets were handed over to the district magistrate to be sent as relief for the victims of recent floods that devastated the state. The money collected from ticket sales was handed over to Ms Nishtha Basu, the Deputy Commissioner of Kochi. It was the school's contribution towards providing essentials such as reconstruction of homes and reconstructing schools. "As a fellow-human it is the duty of each one of us, to extend a helping hand," said Ms Ambika Menon, the Principal of the school. As she handed over the cheque to the Deputy Commissioner on behalf of the students, Dhanya Nair, the Head Girl of the school added, "This is our way of reaching out to the hapless victims-to let them know that we feel their pain, too."

Last Paragraph Comments of Chief Guest

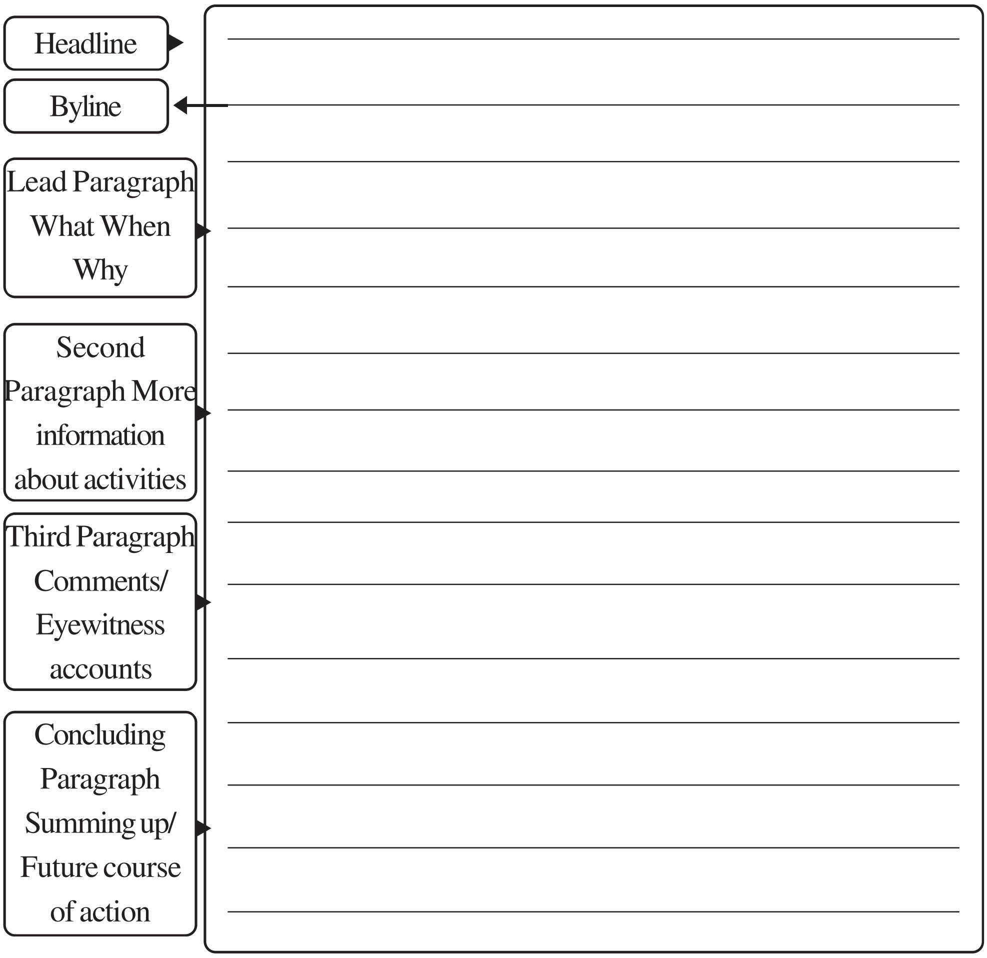
Ms Nishtha Basu, Deputy Commissioner Kochi, who was the chief guest, thanked the students for their contribution and applauded their efforts.

LET US DO 25.1

'Each One Plant One' campaign was organised by your school to celebrate Van Mahotsav Day on 10th November. As Cultural Secretary of your school, write a

Notes

report for your school magazine.



25.2.4 Newsletter

A newsletter is a tool used by businesses and organisations to share relevant and valuable information. It is a printed or electronic report (in the form of an email) containing news concerning the activities of a business or an organisation - or, even a residential colony - that is sent to its members, customers, employees, residents or other subscribers. Newsletters generally contain some topic of interest to its recipients. The newsletter is the most common form of serial publication, published at a regular interval. Newsletters are largely internal publications, aimed towards employees and volunteers, though at times they are externally sourced when special interest groups collaborate.

Sample Newsletter

The National Disaster Management Authority conducted a series of Awareness Workshops in various towns and cities around the country to raise awareness about natural and man-made disasters and what to do in an emergency to reduce threat to life.

Study the following report published in the NDMA Newsletter, SAMVAD.

Headline	**DISASTER MITIGATION AND PREPAREDNESS WORKSHOPS**
Byline	-- *S. Suresh, Inspector.*
Lead Paragraph What When Why	National Disaster Management Authority (NDMA) conducted a series of Awareness Workshops in some disaster-prone areas across the country to make local communities more alert and responsive in times of disasters on 29th October, to mark the occasion of the National Reduction Day.
Second Paragraph More information about activities	NDMA personnel focussed on capacity building and community awareness programmes in simultaneous sessions across the country. The training sessions were organised to help the members of the community understand the steps to be adopted to respond to various disaster situations. To create awareness among the communities about the rescue techniques and medical emergencies, mock drills were carried out.
Third Paragraph Comments/ Eyewitness accounts	Speaking to the news agencies on the topic, the Chairman said, "Community is first responder in any emergency and disaster. With the shifting of paradigms from reactive emergency management to disaster risk reduction, there is need of more stress on proactive pre-disaster interventions, which are usually categorized as prevention, mitigation, and preparedness by community to reduce loss of life."
Concluding Paragraph Summing up/ Future course of action	NDMA plans to increase its scope and conduct more such awareness and training programmes in the future.

Notes

LET US DO 25.2

A Yoga Shivir was organized by your colony on 21st June, International Day of Yoga. Write a news clipping for the Residents' Welfare Association about the event in about 120 words.

Headline → ______________________

Byline ← ______________________

Lead Paragraph What When Why → ______________________

Second Paragraph More information about activities → ______________________

Third Paragraph Comments/ Eyewitness accounts → ______________________

Concluding Paragraph Summing up/ Future course of action → ______________________

25.2.3 Newspaper Report

Newspapers are designed to share important information with people about what is going on in the world.

A newspaper report must be comprehensive, yet brief; factual, yet interesting. It is a brief review of a situation or a process that includes all the relevant points and information.

Notes

The report is written in formal language, as it is written to inform. Chatty, friendly language must be avoided, and the report must be written in third person and in the past tense. Use a photo with a caption to give the reader more information. Provide your readers with both facts and opinions.

You may find it interesting to note the inverted pyramid of news article writing.

The inverted pyramid makes newspaper report writing more organised. The lead paragraph contains most details and the following paragraphs support the lead with other paragraphs offering details of decreasing importance to the story the farther down it gets.

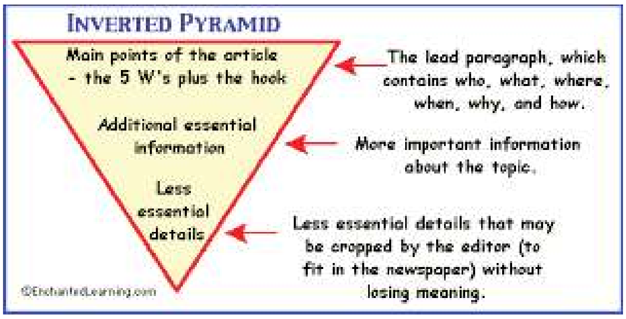


Fig. : 25.2

Sample Newspaper Report

Read the following report about the sighting of some Unidentified Flying Objects in Delhi.

Headline

Byline

Lead Paragraph What When Why

Second Paragraph More information

'FLYING OBJECTS' SIGHTED IN CITY

--By our Staff Reporter

June 21, 2023 03:37 am Delhi

Residents of Najafgarh claimed to have sighted an unidentified flying object (UFO) on Thursday night at about 11:55pm.

Around 11:55 pm on Thursday, Vijay Ahlawat, a bank officer, and his wife and daughter were returning from a wedding when they saw five specks of bright orange light moving from the south to the north in the sky. "The spots appeared in batches of five and disappeared after a few seconds," said Mr Ahlawat. His wife and daughter and some of their neighbours too witnessed the spectacle.

Notes

Third Paragraph Comments/ Eyewitness accounts	"There was no sound at all and the bright object was flying higher than an aeroplane. Some of our neighbours too saw it," said Prerna, Ahlawat's wife.
Concluding Paragraph Summing up/ Future course of action	According to Vasudha Ramani, executive director, New Delhi Science and Technology Centre, the bright objects could be a result of meteor showers. "But the season for meteor showers is usually in November and December," he said. The air traffic control officials at Delhi's Indira Gandhi Airport said they did not receive any reports of foreign flying objects.

LET US DO 25.3

Mangalyaan -2, India's unmanned Mars orbiter was launched on May 23, 2023 from Sriharikota. Write a report about the launch and Mangalyaan's proposed activity on Mars in about 125-140 words.

Headline	____________________
Byline	____________________
Lead Paragraph What When Why	____________________
Second Paragraph More information about activities	____________________
Third Paragraph Comments/ Eyewitness accounts	____________________
Concluding Paragraph Summing up/ Future course of action	____________________

Notes

INTEXT QUESTIONS 25.2

1. What elements should be included in the headline of a school magazine report?
2. How do you structure the lead paragraph of a newspaper report?
3. How do you choose relevant content for a newsletter?

25.3 WRITING OFFICIAL REPORTS

Purpose of official reports is

- to pass on relevant information asked for;
- to analyse the information;
- to make certain observations and predictions on the basis of the analysis of information;
- to offer suggestions relating to the observations and predictions.

Sample Report 25.3.1

M/s Ravi Industries, Nehru Place, New Delhi, wish to shift their office premises. The Office Manager is asked to check out some proposed buildings and submit his report.

Read the following report submitted by him.

Company letterhead	**Ravi Industries** 16, Pragati Tower, Nehru Place, New Delhi.
Recipient & designation	To Mr S K Singh (Managing Director)
Writer & designation	From: C Rao (Office Manager)
Date	Date: 7 May 20xx
Subject statement	**Subject: Report on suitable premises for shifting the office of the company.**
Opening statement	As suggested in your letter of 4 August, 20xx, I inspected a number of buildings in South Delhi. After careful consideration, I recommend Jain Building, which is situated in Kailash Colony. The building I feel would be most suitable for our requirements.

Notes

Opening statement

The building consists of two storeys, and has 15 rooms in al. The rooms are fairly large (30' by 20'), well-lit and airy. Since the rooms are fairly large, we shall be able to put partitions in some of them.

The toilet facilities for both men and women are adequate. There are also watchmen's quarters comprising two rooms each, and situated to the left of the main gate.

Disadvantage; how it can be overcome

The only disadvantage that I visualize is that there is not much open space around the building and the parking space may be inadequate for all the cars. But for the junior office staff there is a bus stop two hundred yards away and the metro station is about five hundred yards away.

Action taken

I have started preliminary negotiations with the owner, Mr Anupam Jain. He is likely to accept the offer. Restructuring the building to suit our specifications will cos no more than Rs.40,000/-.

Closing statement

The Directors may like to inspect the building before any decision is taken.

Signature — Sd/-

Name — C Rao

LET US DO 25.4

As Purchase Officer for M/s VEE ENN Industries, Industrial Area, Patna, you wish to change the vendor who supplies packaging material to the company. Submit your report to the Managing Director listing why the new vendor would be better for the company.

Company letterhead

VEE ENN Industries

____________________________________.

Recipient & designation

To ____________________ (Managing Director)

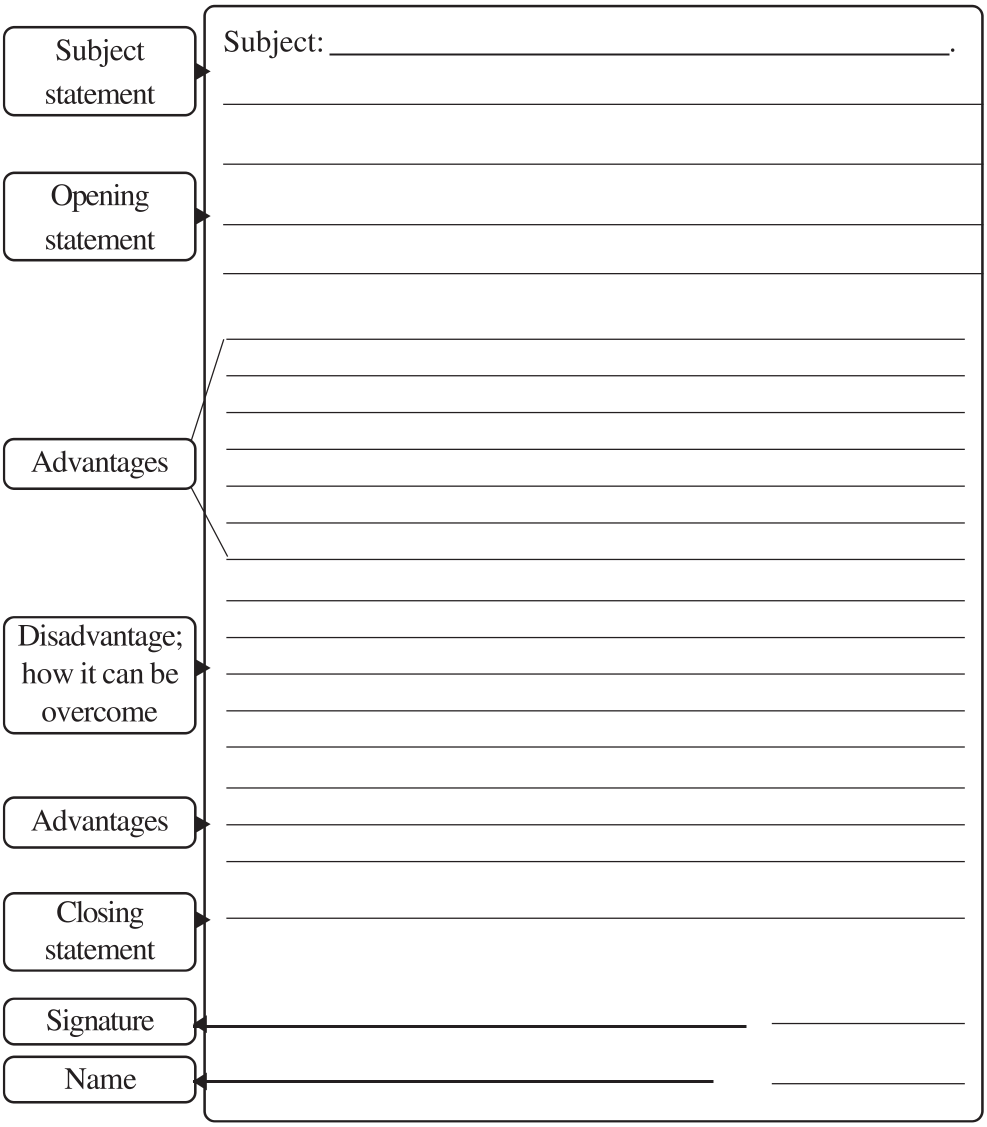
Writer & designation

From: __________________(__________________)

Date

Date: __________________

Notes



Sample Report 25.3.2

Mr Ramesh works in a firm in Delhi. He has been asked to visit the firm's Prayagraj office and submit a report on how that office is functioning.

Read Mr Ramesh's tour report.

Notes

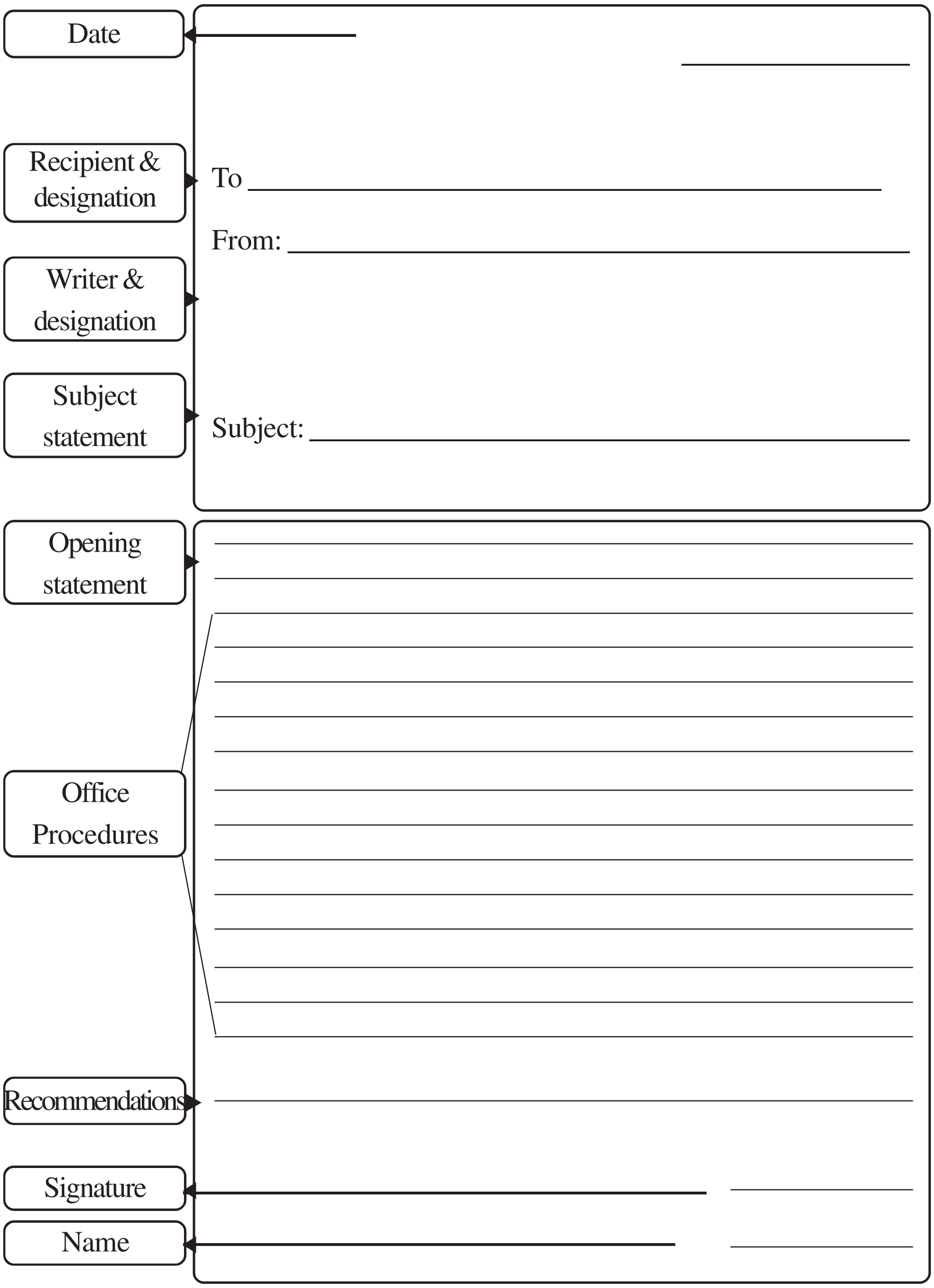
Date	11.03.20xx
Recipient & designation	To Mr J P Singh (Joint Director)
Writer & designation	From: Ramesh Tulsi (Assisstant Director)
Subject statement	**Subject: Report on the working of our Prayagraj office.**
Opening statement	As per instructions I left for Prayagraj on 7th March and arrived there on the 8th. I spent two days at Prayagraj. My report is as follows.
Office Procedures	(i) Attendance: Although the staff is required to reach the office by 9 am, generally, no one observes the timing and members of the staff arruve after 9:30 am. (ii) Leave Record: The leave record is not maintained as per company manual. (iii) Cash Book: The Cash Book had not been updated since 28.02.20xx. It was behind by about two weeks. (iv) Office maintenance: The office was generally well-maintained.
Recommendations	Recommendations: Regional incharge and some senior associates should be called to the Head Office and given briefing on office procedures and norms as per company manual.
Signature	Sd/-
Name	Ramesh Tulsi

LET US DO 25.5

You are Abhishek Garg, Marketing Manager in M/s Fashionista, a company that manufactures and markets fashion accessories. Your company sent you to a multinational company that manufactures a well-known brand of fashion accessories to study how your company can market your products overseas.

Write a report about what you learnt about the required procedures and standards.

Notes



Sample Report 25.3.3

The following report on the condition of The Indian Bustard was submitted to Ms. Meenal Shukla, Minister For Environment, Rajasthan.

The Indian Bustard comprises a group which is the most threatened species of birds and is now on the brink of extinction with an estimated population possibly as low as 600-700. It has become locally extinct in almost 90% of its former range and, has disappeared from two sanctuaries created especially to protect the species. Previously, it was mainly poaching and habitat destruction that resulted in such a pitiful situation, but now mismanagement of the habitat, sentimental protection of certain problem animals, and apathy are creating havoc.

Worried about the declining population of The Indian Bustard, Ms Shukla writes to Shri Bikram Meena, Director Horticulture, Rajasthan desiring him to study the present condition of the Indian Bustard and its future.

Read the following report submitted by him.

Writer & designation	From: Bikram Meena, Director Horticulture, Rajasthan.
Recipient & designation	To: Ms. Meenal Shukla, Minister For Environment, Rajasthan.
Date	19 July, 20xx
Subject statement	<u>Critical Condition of The Indian Bustard</u>
Opening statement	As desired by you I submit my report on the condition and health of The Indian Bustard. The following are my findings and recommendations:
Findings	Findings:
Statement of problem	1. <u>The Current Problem:</u> The Bustard population is declining rapidly. Whereas even till 2015, flocks of more than 20 birds were a common site on Indian grasslands but today groups are unlikely to number more than 3 individuals. Their numbers are decreasing rapidly. 131 birds were recorded in 2010, 97 in 2012, and just 85 in 2013.
Causes of problem, numbered	2. <u>Reasons why this problem has arisen:</u>

Habitat destruction and habitat deterioration and conversion of grasslands and so-called 'wastelands' into crop fields.

Poaching is still widespread in parts of the Thar desert in Rajasthan.

Increase in Blackbuck Antelope cervicapra and Nilgai Boselephus tragocamelus numbers.

Corruption in, and mismanagement of, bustard sanctuaries

Recommendations numbered

3. Recommendations:

3.1. To establish, with the cooperation of the state government and local people, more bustard conservation areas.

3.2. To supervise and coordinate management of bustard conservation areas.

3.3. To coordinate long-term studies on bustards and their habitats in different states.

Conclusion - analysing the problem

4. Conclusions:

I strongly feel that efforts should be made on a war footing to protect the bird and to chart out a future course for their conservation.

Signature — Bikram Meena

Designation — Director Horticulture

LET US DO 25.6

Around 26 per cent of India's girls between the ages of 6 to 14 are not in school. Gangapur accounts for a large proportion of this percentage with more than 40 percent of its women being illiterate. The male-female literacy ratio lies at 58.6 per cent women of Gangapur are literate as against 80.5 percent of men.

Shri Hiten Desai, Education Minister, Gangapur wrote to Ms. Malti Patel asking for the high illiteracy rate among women of Gangapur. As Malti Patel, write your report in about 200 words using the hints given below.

Notes

Traditional and orthodox attitude
Few schools for women
Early marriage
Poverty

Section	Format
Writer & designation	From: ______________________
Recipient & designation	To: ______________________
Date	____________
Subject statement	______________________
	______________________
Opening statement	______________________
	____________
Findings	1. ______________________
Statement of problem	______________________
	______________________
Causes of problem, numbered	2. ______________________
	______________________
	______________________
Recommendations numbered	3. ______________________
	______________________
	______________________
Conclusion - analysing the problem	4. ______________________
	______________________

Signature ____________________ __________

Designation ____________________ __________

Notes

INTEXT QUESTIONS 25.3

1. How should data and evidence be presented in an official report?
2. What is the primary purpose of the official report?
3. What is the significance of recommendations in an official report?

WHAT HAVE YOU LEARNT

While writing a report, you should keep in mind the following Do's and Don'ts.

Do's	Don'ts
• be objective.	• don't let your personal feelings interfere while writing the report.
• provide substantial evidence.	• don't base your analysis on a single piece of evidence.
• use valid arguments.	• don't generalise without proper and logical evidence.
	• don't jump to conclusions.

Notes

Types of Reports:

External Reports - These are public documents written for an external audience or audience outside your organization.

Internal Reports - These are not public documents and are meant for people inside the company.

Routine Reports - These reports cover day to day aspects of any organization. They are written at regular time intervals like daily, weekly, monthly, annually etc.

Special Reports - Matters that cannot be covered under routine reports are addressed in special reports like major decision making of an organization.

Financial Report - It gives account of the financial matters of an organization. Matters involving money like sales, purchase, cost of production, interest, taxation come under it.

Review Reports - These reports are written to decide the usefulness of other reports.

Oral Reports - These reports involve presentation of written matter before a group.

Long Reports - These are also called formal reports because they are written in a large number of pages. Long reports provide an in-depth analysis on specific matters.

Short Reports - These reports are also called informal reports because they are written in less than 10 pages. These are mostly written for internal audiences.

TERMINAL QUESTIONS

1. What are the essential components of the 5 Ws and H in report writing?

2. What are some common pitfalls to avoid in report writing?

3. How can you maintain objectivity and neutrality in newspaper reporting?

4. What is the role of quotations in a report?

5. What should be included in the conclusion of a report?

6. How do you maintain a consistent tone and style across multiple newsletter issues?

7. How do you ensure that newsletters are distributed effectively to reach their intended audience?

Notes

ANSWERS TO INTEXT QUESTIONS

25.1

1. The purpose of a report is to convey information, findings, or analysis on a particular topic, issue, or project to a specific audience.

2. The target audience for your report depends on its purpose and could include stakeholders, colleagues, superiors, or the general public.

3. To ensure clarity and conciseness in your report, use clear and concise language, avoid jargon, and structure your content logically with headings and subheadings.

25.2

1. The headline of a school magazine report should be catchy and summarize the main point of the report.

2 Structure the lead paragraph with the most important information, answering the "who, what, when, where, why, and how."

3. Relevant content for a newsletter should align with the interests and needs of the target audience and convey useful information.

25.3

1. Data and evidence in an official report should be presented clearly and logically, often using charts, graphs, tables, or textual explanations to support arguments and findings.

2. The primary purpose of an official report is to communicate information,

Notes

findings, or analysis on a specific topic or issue in a formal and structured manner.

3. Recommendations in official reports suggest actions to be taken based on the findings and analysis presented in the report. They are often a critical part of the report.

26

WRITING JOB APPLICATIONS

Job application is perhaps the most important piece of writing for each one of us. With the increasing competition in the job market today, it is especially important that we craft an impressive résumé or curriculum vitae (CV in short). In India, we often use the word 'bio-data' for a CV. In this Unit, you will learn to write good job applications. This is a crucial skill for your future, as it's the first step in seeking employment. A well-crafted job application can open doors for you, so it's important to learn how to do it right.

LEARNING OUTCOMES

After completing this lesson, the learner:

- Recognises important components of a job application;
- Composes different kind of job application;
- Creates a covering letter to suit different job requirements;
- Prepares good resumes and CVs;
- Assesses the use of technology in communicating ideas effectively.

26.1 UNDERSTANDING JOB APPLICATIONS

A job application is a formal letter that you send to a potential employer, applying for a specific job position. It usually accompanies your résumé or CV and highlights your qualifications and interest in the position.

Notes

26.1.1 Structure

1. **Sender's Information:** Start with your contact information at the top left corner: your name, address, phone number, and email.

2. **Date:** Write the date of sending the application below your contact information.

3. **Employer's Information:** Below the date, write the recipient's name, title, company name, and address.

4. **Salutation:** Use "Dear [Recipient's Name]," If you don't know the name, "Dear Hiring Manager," is a safe alternative.

5. **Opening Paragraph:** Clearly state the job you're applying for and where you found the job listing.

6. **Middle Paragraph(s):**
   - Highlight your qualifications and how they match the job requirements.
   - Mention relevant experience and skills, focusing on achievements that are pertinent to the job.

7. **Closing Paragraph:**
   - Express your enthusiasm for the opportunity.
   - State that your résumé or CV is attached for further information.
   - Mention that you look forward to the opportunity to discuss your application in an interview.

8. **Complimentary Close:** End with "Yours sincerely," followed by your name.

9. **Signature:** If you're sending a hard copy, sign your name above your typed name.

26.1.2 Tips for drafting an effective job application

- **Tailor Your Application:** Customize your application for each job, focusing on how your skills and experiences align with the job description.
- **Be Concise:** Keep your application brief and to the point, ideally one page.
- **Focus on your education:** Detail your academic qualifications, especially if you lack professional experience. Highlight any coursework relevant to the job

you're applying for, showing you have foundational knowledge.

- **Highlight Achievements:** Use specific examples of your achievements to demonstrate your skills and value.
- **Identify skills from your non-work experiences:** Skills developed through volunteer work, internships, or even school projects can be very relevant. Skills such as teamwork, leadership, communication, and time management are highly valued by employers.
- **Showcase extracurricular involvement:** Participation in clubs, sports teams, or societies can illustrate valuable soft skills. Leadership roles in these activities can highlight your ability to manage, lead, and collaborate.
- **Be positive:** Instead of apologizing for your lack of experience, focus on what you can bring to the company. Be enthusiastic about learning and growing with the organization.
- **Format carefully and proofread:** Use a clean, professional format for your résumé and cover letter. Ensure there is plenty of white space, and use bullet points for easy reading. Ensure your application is free from spelling or grammatical errors. This shows attention to detail and professionalism.

Notes

Given below is an example of a job application by a fresher who has just passed his Senior Secondary/Higher Secondary/XII-th board examination. Without any prior work experience, he is applying for the position of a Store Assistant in the Reliance SMART Chain of Grocery stores.

[Your Name]
[Your Address]
[City, State, Zip]
[Phone Number]
[Email Address]
[Date]

[Recipient's Name]
[Recipient's Title]
Reliance Smart
[Store Address]
[City, State, Zip]

Notes

Dear [Recipient's Name] / Dear Hiring Manager,

I am writing to express my interest in the Store Assistant position advertised on the Reliance Smart Careers website. As a recent high school graduate with a keen interest in the retail industry and a strong commitment to customer satisfaction, I am enthusiastic about the opportunity to contribute to the success of Reliance Smart.

Although I have just passed out from high school, I have been actively involved in various school events and projects that have equipped me with the skills necessary for this role. During my time in school, I was part of the organizing team for annual cultural festivals, where I was responsible for coordinating with vendors, managing inventory, and assisting in setting up the event spaces. These experiences have honed my organizational, communication and teamwork skills, making me well-prepared to handle the responsibilities of a Store Assistant.

I am particularly attracted to this position at Reliance Smart because of your commitment to providing customers with high-quality products and exceptional service. I share this commitment and am eager to bring my enthusiasm and dedication to your team.

I am excited about the possibility of joining Reliance Smart and contributing to its reputation as a leading grocery retailer. I look forward to the opportunity to discuss how my background, skills, and enthusiasms can meet the needs of your store. I am available for an interview at your earliest convenience and can be reached at [Your Phone Number] or via email at [Your Email Address].

Thank you for considering my application. I am eager to bring my passion for customer service and retail to the Store Assistant position at Reliance Smart.

Yours sincerely,

[Your Name]

Remember, practice makes perfect. Use the following questions to refine your application writing skills, and you will be well on your way to securing the job you want after completing high school. Good luck!

INTEXT QUESTIONS 26.1

1. Imagine you are applying for a job at a local bookstore. Write a job application highlighting your passion for books, any customer service experience you have, and why you would be a great fit for the job.

2. Write a job application for an internship under the Digital India Corporation initiative of the Ministry of Electronics & Information Technology, Government of India. Focus on your computer skills, any projects or coursework relevant to the technology field, and your eagerness to learn and contribute.

3. Apply for a Teaching Assistant position with the Noida-based NGO, Parkshala. Dedicated to transforming lives of children who hail from the lower strata of the society, Parkshala acts as an after-school support group to bridge the educational and moral gap between the underprivileged children and their affluent peers. Emphasise your academic achievements, any previous tutoring or mentoring experience, and your desire to help students learn and grow.

4. You are Aniruddh Vyas / Sheetal Agarwal, a recent pass out from the National Institute of Open Schooling. You are seeking a suitable job. You come across an advertisement in The Times of India, inviting young and dynamic fresh graduates as Sales Assistants in a reputed car manufacturing company. Apply for the said job to Box No. 8365, C/o The Times of India, New Delhi.

26.2 DIFFERENCE BETWEEN RÉSUMÉ AND CURRICULUM VITAE

Your job application will always be accompanied by your résumé or your curriculum vitae (CV). The terms résumé and curriculum vitae (CV) are often used interchangeably, but they serve different purposes and are prevalent in different contexts.

A CV basically describes one's "course of life" - that is, a comprehensive document of your life.

A résumé, on the contrary, is a short and crisp summary of your qualification and experience. While CV is considered British in style; résumé is considered American in style.

Understanding the differences between a résumé and a CV is crucial for you as a future applicant.

Notes

Length and Detail

- **Résumé:** Typically concise, a résumé is usually one to two pages long. It provides a brief overview of your skills, experiences, and educational background relevant to the job you are applying for.

- **Curriculum Vitae (CV):** A CV is more detailed and longer. It covers your entire career, including education, academic and professional achievements, publications, awards, affiliations, and other details. In many countries, there is no page limit for a CV.

Purpose

- **Résumé:** Used primarily in the United States for most job applications outside of academia, research and medicine, it is tailored for specific positions by highlighting the most relevant experiences and skills.

- **CV:** Commonly used in Europe, the Middle East, Africa and Asia for job applications, and in the United States for academic, educational, scientific, or research positions, a CV provides a comprehensive look at your career path.

Content

- **Résumé:** Focuses on work experience, skills, education, and relevant achievements. It often starts with a career objective or summary statement and emphasises the results and accomplishments in previous roles.

  Example: A résumé for a marketing professional might prominently feature their most successful campaigns, the growth metrics achieved, and specific marketing skills.

- **CV:** In addition to detailed information about academic history, it includes publications, research, grants and fellowships, professional associations and licences, awards, and other detailed information relevant to the field.

  Example: A CV for an academic might start with their education, followed by detailed sections on teaching experience, published research articles, conference presentations, grants received, and courses developed.

Customization

- **Résumé:** Highly customizable for the job you're applying for. It's common to adjust the résumé for each application, emphasising the experience and skills that are most relevant to the job description.

Notes

- While customization is less common due to its comprehensive nature, some individuals may tailor their CV's emphasis for different academic or research positions, though the document remains largely exhaustive.

Format and Style

- **Résumé:** Often formatted with bullet points to make the document easy to scan. Stylistic variations are common, with applicants using different layouts and designs to stand out.
- **CV:** Generally, follows a more standard format, listing information chronologically. The focus is on completeness and clarity rather than design flair.

The CV is now outdated and an increasing number of companies are demanding a résumé to get a far clearer picture of a candidate. Also, because of innumerable applicants, it is easier to screen résumés. Study the formats provided in the boxes below.

CURRICULUM VITAE

Name : Nivedita V. Chandratreya

Address : 'Pooja Gargi Society'
Flat No. 15, Happy Colony
Road No. 2, Kothurud Pune 41009 Maharashtra, India.

Date of birth : 17 January 1967.

KEY QUALIFICATIONS:

A thorough in-service training in child education.

CELTA (Certificate of English Language Teaching to Adults)

Eight years of teaching experience.

Possess excellent knowledge of English, Hindi, Marathi, Indonesian and French

EDUCATION:

Bachelor of Arts (English Literature) Fergusson College, Poona University (April 1998)

Notes

WORK EXPERIENCE:

Position	:	Assistant Teacher (June 1989 to September 1990)
Employer	:	Abhinav Vidyalaya Pre-Primary School, Poona, India.
Classes taught	:	Kindergarten
		Assisted in the development of dramatics, art and graphics; attended various seminars on 'Early Childhood'
Position	:	Classroom Teacher (October 1990 to October 1996)
Employer	:	Gandhi Memorial International school, Jakarta.
Classes taught	:	Grade 3 and 5 (Primary School)
Subjects taught:		English, General Science, History, Geography, Health Education -Responsible for CAS Club a part of international Baccalaureate Programme.
		Attended English Language Seminar in September 1994 at Bandung
		Attended Seminar on introduction of international Baccalaureate (GMIS-Jakarta)
Reference	:	Mr. Jakos Carlos, Principal Gandhi Memorial International School, Jakarta.

Now that we have looked at a Curriculum Vitae, let us look at a résumé.

RÉSUMÉ

George D'Silva
275 Tabot Street, Pune-411004, Maharashtra
020-74563992
E-mail: georged@gmail.com

EMPLOYMENT OBJECTIVE

Financial research assistant, leading to a management position in corporate finance.

PERSONAL DETAILS

Birth: 29-08-1976

EDUCATION

Bachelor of Business Administration (1998) Pune University

Major: Finance Minor: Computer Science

Grade: 3.88 grade point average out of 4.0

EMPLOYMENT EXPERIENCE

First Bank (Khadakwaka Branch, Pune)

Research Assistant, May 1998 to April 2000

Assisted Manager of Corporate Planning and developed computer model for long range planning.

SPECIAL SKILLS AND ACTIVITIES

Associate Editor, Business School Newsletter.

Wrote two articles on financial planning with computer models; surveyed business periodicals for potential articles; edited submissions.

What did you notice? In essence, a CV is no different from a résumé. They both include your personal details, details related to your training, education and work experience.

There are, however, differences in format, headings used, sequence in presenting information, etc. Since the CV includes several more headings that résumé usually does not include, we will concentrate on writing good résumés. Moreover, résumés are crisper and focus on role-specific details and skills that make the applicant a good fit.

INTEXT QUESTIONS 26.2

1. What is the primary difference between a résumé and a CV in terms of length and detail?

2. Where are résumés typically used, and what purpose do they serve in job applications?

3. How does the content of a résumé differ from that of a CV, especially in terms of focus and inclusion of information?

Notes

4. Describe the level of customization typically applied to résumés compared to CVs, and why this difference exists.

26.3 CREATING AN IMPRESSIVE RÉSUMÉ

While creating a résumé, study the kind of job you are applying for. Ask yourself what information about you and your background would be most important to an employer. On the basis of your answer to this question, decide what sort of details you should include and how you can effectively present them.

A number of different formats can be used. The most important thing is to make sure that your résumé is:

- attractive
- well-organised
- easy to read, and
- free of errors

A common format contains the following:

- Heading
- Personal details
- Employment objective
- Education
- Employment experience
- References

(a) **Heading:** Start with your name, address, telephone number and e-mail ID. These are usually centred on the page. Use formatting conventions like underlining, bold, different font size and spacing to make it appear like a heading. Do not include a date or you will have to keep changing it.

(b) **Personal Details:** Personal information includes details of age, nationality, passport number (if the position is in a foreign country), etc. Sometimes candidates choose not to provide all of these because they may have a negative impact on the employer.

You should, however, see yourself from the eyes of your employer and provide whatever information that would honestly and effectively represent you.

(c) **Employment Objective:** State not only your immediate employment objective but the direction you hope your career will take.

For example: "A position that allows me to use my Computer Sciences training to solve engineering problems".

Notes

It enables the employer to identify your purpose quickly. You may exclude it if you do not have a clear objective. On the other hand, if you have experience and knowledge, the employment objective will allow you to display this. For example:

House-keeping duties in a five-star hotel

(d) Education: Whether you list education or experience first, depends on which is stronger in case of your background. If your education and professional training are strong, list education first. If you have one or more years of job experience, list experience first. For both education and work experience, move sequentially down from the most recent one. For example:

EDUCATION:		
PGDPM &IR XLRI, JAMSHEDPUR	1982	5.67/8.00
B.Sc. NDA, Khadakvasla, Pune	1978	3.00/10.00
PRE DEGREE Sc. Fergusson College, Pune	1975	64%

If education is your strong point and your marks have been good, you may list them and name the institutions you have studied in. You may also wish to list ACTIVITIES AND HONOURS you have achieved - Posts that you have held; games and sports you are good at, can also be included.

You can also choose to have details listed under SPECIAL SKILLS AND ACTIVITIES. This category usually comes towards the end. You may include skills such as knowledge of foreign languages, writing and editing abilities, specialised technical knowledge, community activities, etc. Be selective, do not repeat information you have already provided. Include only those items that support your employment objectives.

Notes

(e) **Employment Experience:** List all your full-time, part-time and temporary jobs, starting with the most recent and working backwards. Provide brief descriptions of your duties if they are similar to the job you are applying for.

Specify any promotion or award you receive. If you have been with a company for a long time, highlight your achievements.

If you wish to stress the skills you have gained from your work experience, you can list jobs by the functions performed. For example:

- FRONT LINE
- SALES MARKETING
- TRAINING
- PROJECT DEVELOPMENT

Example:

TRAINING

- Advised and trained novice computer users.
- Wrote and maintained the UNIX operating system.

INTEXT QUESTIONS 26.3

1. What formatting conventions can you use to make the heading of your résumé stand out?
2. Why might candidates choose not to include certain personal details in their résumé?
3. What is the purpose of including an employment objective in your résumé, and when might you consider excluding it?
4. How should you decide whether to list education or work experience first in your résumé, and what factors might influence this decision?

26.4 WRITING AN EFFECTIVE COVER LETTER

Often called a "covering letter," a cover letter must precede your CV or résumé. Study the cover letter in the box below. What do you notice?

Notes

Milind Padhye,
7, Anandvan,
A-6 Paschim Vihar,
New Delhi.
110063

Date: October 2, 1994,

The Administrative Manager,
British Council Division,
New Delhi

Ref: Your advertisement in the Pioneer of September 18,2004.

Sub: Application for the post of "Personal &Unit Assistant"

Sir,

I have more than 9 years of composite experience in Word Processing Database and DTP. I have completed my graduation in Science and also possess good knowledge of spoken and written English. I have edited a number of books on computers. I can handle PCs and related hardware with ease.

With this background, I would like to submit my candidature for the above mentioned post. I hope the above meets your requirements. I will be available for interview, at a date that suits you.

Thank you,

Yours faithfully,

Milind Padhye

The letter of application is essentially a sales letter. Your immediate objective is to have your letter read so that you will be called for the interview. Therefore, your letter must do three things:

- Catch the reader's attention favourably.

Notes

- Convince the reader that you are qualified for the post; and
- Request for an interview.

Provide the following information:

1. Identify the job by title and state how you heard about it.
2. List your qualifications for the job in summary form. Stress education and /or work experience according to your own situation/need. Then refer the reader to your résumé for the other important details.
3. State where you can be reached and when you will be available for an interview.

INTEXT QUESTIONS 26.4

1. What are the three main objectives of a cover letter as outlined in the provided text?
2. According to the guidelines, what key information should you include to identify the job you're applying for?
3. How should you summarise your qualifications for the job in the cover letter, and what should you emphasise?
4. What crucial information should you provide regarding your availability for an interview in the cover letter?

WHAT HAVE YOU LEARNT

In this lesson, you have studied samples of CV, résumé and letter of application. You have also learnt how to write these and tailor them according to the jobs you are applying for.

TERMINAL QUESTIONS

1. The popular ethnic clothing store chain of Manyavar is seeking, for its Lajpat Nagar outlet, a Sales Assistant with strong interpersonal skills and an interest in fashion. The job involves assisting customers, managing stock, and helping with

visual merchandising. Write a job application letter that highlights your interest in fashion, your ability to work with people, and any relevant experience you might have (including informal experiences like helping in a family business). Your résumé should list any skills or experiences that demonstrate your suitability for the role.

2. The leading telecommunications company in India, Reliance Jio, has posted a job opening for a Customer Service Representative. The role requires excellent communication skills, problem-solving abilities, and a customer-first attitude. Write a job application letter explaining why you are interested in this position. Include examples from your life that demonstrate your ability to communicate effectively, solve problems, and put customers first. Attach a résumé that highlights any relevant experiences, even if they are from school projects, volunteer work, or extracurricular activities.

3. The online news portal of Republic Bharat is in search of a Content Writer with excellent writing skills, a keen interest in current affairs, and the ability to work under deadlines. The job requires writing articles, conducting research, and occasionally interviewing subjects. Draft a job application letter detailing your passion for writing and current affairs. Mention any relevant writing experience, including school projects, blogs, or articles. Attach a résumé that includes any writing or research skills, and consider including links to your work if available.

4. The popular coaching institute for entrance exams, Career Launcher, is looking for an Office Assistant to help with administrative tasks, manage records, and interact with students and parents. The advertisement seeks someone organised, detail-oriented, and proficient in basic computer applications. Compose a job application letter explaining why you are the ideal candidate for this position. Include instances from your school life where you demonstrated organisational skills, attention to detail, or proficiency in computer applications. Make sure your résumé reflects your skills in these areas.

Notes

Notes

ANSWERS TO INTEXT QUESTIONS

26.1

1. Individual Answer
2. Individual Answer
3. Individual Answer
4. Individual Answer

26.2

1. The primary difference between a résumé and a CV in terms of length and detail lies in the extent of information provided. A résumé is typically concise, spanning one to two pages, whereas a CV is more detailed and longer, covering an individual's entire career without a strict page limit.
2. Résumés are primarily used in the United States for job applications outside academia, research, and medicine. They serve the purpose of providing a brief overview of an applicant's skills, experiences, and educational background relevant to a specific job position.
3. The content of a résumé focuses on work experience, skills, education, and relevant achievements in a concise manner. It often starts with a career objective or summary statement and emphasises results and accomplishments in previous roles. On the other hand, a CV includes detailed information about academic history, publications, research, awards, and other achievements relevant to the field.
4. Résumés are highly customizable for each job application, allowing applicants to tailor their document by emphasising experiences and skills that align with the specific job description. This customization is less common in CVs due to their comprehensive nature, although some individuals may adjust the emphasis for different academic or research positions.

Notes

26.3

1. To make the heading of your résumé stand out, you can use formatting conventions such as centering the text, employing underlining, bolding, using different font sizes, and adjusting spacing.
2. Candidates might choose not to include certain personal details in their résumé if they believe that providing such information could have a negative impact on the employer's perception of them, or if the details are not relevant to the job position they are applying for.
3. The purpose of including an employment objective in your résumé is to quickly communicate to the employer your career aspirations and the direction you hope your career will take. You might consider excluding it if you do not have a clear objective or if your experience and knowledge already speak for themselves.
4. You should decide whether to list education or work experience first in your résumé based on which aspect is stronger in your background. If your education and professional training are strong, list education first. If you have significant job experience, list work experience first. Factors influencing this decision include the relevance of your education or work experience to the job you're applying for and the emphasis you want to place on each aspect of your background.

26.4

1. The three main objectives of a cover letter, as outlined in the provided text, are:
   - Catch the reader's attention favourably.
   - Convince the reader that you are qualified for the post.
   - Request for an interview.
2. To identify the job you're applying for, you should state the job title and mention how you heard about it in the cover letter.

3. In the cover letter, you should summarise your qualifications for the job by stressing education and/or work experience according to your own situation or need. Then, you should refer the reader to your résumé for other important details.

4. In the cover letter, you should state where you can be reached and when you will be available for an interview, providing crucial information for the employer to contact you for further discussions.

Notes

27

APPEARING FOR AN INTERVIEW

Interviews have become an important part of our lives. From early childhood we face interviews. When you are young your parents are eager that you perform well. As you grow older, you yourself wish to do well at interviews. In this lesson you will be given some guidance in facing interviews.

LEARNING OUTCOMES

After completing this lesson, the learners:

- Recognises the importance of extra-linguistic cues in face to face communication;
- Prepares themselves better for an interview;
- Organises to persuade through logic and argument;
- Plans to open and close an interview appropriately.

27.1 PREPARING FOR AN INTERVIEW

To prepare to perform well, you must engage in some pre-interview activities. Pre-interview planning involves learning something about the company/organisation, analysing your strengths and weaknesses and making sure your appearance and behaviour create the right impression. Given below are some of the ways in which you can prepare yourself for an interview.

(a) Studying the Company

You must gather information about the company. This will convince the interviewer about your sincerity. The interviewer will not waste precious interview time

Notes

providing you with information that you should have gathered. Your sources of information are:-

i) the advertisement

ii) employees of the company

iii) other candidates who have been interviewed

iv) newspaper and journals

v) Internet

(b) Study yourself

After you have gathered information about the company the next step is to assess your own abilities. Do I like to work with people or do I prefer to work on my own? Do I like detailed work? Can I develop a career plan that I can achieve with the company? The answers to these questions about yourself can provide you with lots of material to use during the interview. If you can't see a relationship between yourself and the job or company, you won't be able to demonstrate the interest or enthusiasm necessary to market yourself. A good method is to list the company and job characteristics in one column and attempt to place your qualifications in a corresponding column as in the following illustration:

Company and Job Requirements	My Qualification and Needs
i) Do I like to work with people or do I like to work alone?	
ii) Is there scope for advancement?	
iii) Is the pay scale adequate?	
iv) Do I have the necessary educational requirements?	
v) Do I like to travel?	
vi) Does it offer job security?	

Of course, you'll probably never find the job and the organisation that will satisfy all your needs and meet all your requirements. This analysis will help you with each interview.

(c) Plan your appearance

You should dress in such a way that you do not create a negative impression. For example your finger nails must be neat and clean, your shoes well polished and your hair well groomed.

Avoid gaudy, casual or party wear. Find out the company's dress code. If you dress and look like the people who already work at the company, the interviewer will find it easier to see you working there.

(d) Plan Your Time

One of the worst things you can do is be late for an interview. Plan your time so that you arrive early. This planning allows you to unwind and prepare yourself for the interview.

At the same time, don't just sit around making yourself nervous. Move around a little and talk to the other candidates. Should something prevent you from reaching on time, do telephone your apology.

INTEXT QUESTIONS 27.1

1. Say whether the following statements are true (T) or false (F). Correct the false statement in the light of what you have read:-

   i) To prepare for an interview, we must buy new clothes.

   ii) Knowing about the organisation is a mark of a serious candidate.

   iii) You should aim to get a job that gives you a high pay.

   iv) A study of your own skills against the job requirements can give you useful work.

   v) Being punctual for an interview may give the impression that you are out of work.

Notes

2. Study the advertisements given below and make a table like the one given in section 27.1. Have two columns: i) Company and job requirements and ii) My qualification and needs. Do this exercise in your exercise book.

Shristi Finance Ltd.	Tara International Pvt. Ltd.
We are the leading DSA of HD finance in car loans & Personal loans having our branches in Delhi, Noida & Ghaziabad. We require: • Marketing Executive (10) • Tele Marketing Executive (5) • Office Assistant (10) (Knowledge of computers necessary) The remuneration will be best in the industry Experience, conveyance would be an added advantage. Meet Mr. M. Sharma for a walk-in interview on 2nd & 3rd July 2001 at E-914, Kailash colony between 10 a.m. and 1 p.m. Phone 26246719.	Walk-in interview (team members) We are looking for enthusiastic and self-motivated young men and women who enjoy having fun while delivering our world-wide standards of service and hospitality. You should be between 18 and 25 years of age with a senior school certificate, good communication skills and a team player. (having a valid two-wheeler licence would be an added qualification). Walk-in for an interview with your resume on 3rd or 4th May, 2001 between 10 a.m. and 4:00 p.m. at, Hotel Hindustan 31, Community Centre, New Alipore, Kolkata, Phone 24740477

27.2 MEETING FACE TO FACE INTERCHANGE

Now that you have gone through the planning stages, you are ready for the interview. Your job is to sell yourself so successfully, that you are selected at the interview.

Given below are some points to remember while facing an interview.

(a) Opening Formalities

When you meet the interviewer, greet him/her and address him/her as 'Sir/madam'. If the interviewer initiates the handshake, wait for the interviewer to invite you to sit down. Carry your certificates in a file and place them on the table.

(b) Interviewing guidelines

Much of the information about you will appear on your resume or company

Notes

application form, already available to the interviewer. Thus, the interviewer will most likely seek to assess your attitudes towards work and the probability of fitting you successfully into the organisation.

The best way to prepare for the interview is to answer such questions as these:

1. Why do you want to work for us?
2. Why should we hire you?
3. What are your greatest strengths?
4. What is important to you in a job?

Your answers to these and other variations of the same questions can help you proceed to the next step. First of all, your education is your foremost attribute if you are a student. You should point out its relationship to the job for which you are being considered. Even more important, the fact that you have succeeded in school indicates that you have the ability to learn, because most companies expect you to learn something on the job. So your most important response to the interviewer's questions may be about your ability to learn. Even no experience may be an asset.

Second, a degree of humility is important in all interviews. You should not make tall claims about your previous job or what you will do if you get the present one. Anyone who says he will turn the company around in six months, proves his lack of experience. Make realistic and achievable claims,

" Why do you want to work for us?" is really not a difficult question. While answering this question refer to information you have gathered from the literature of the company or speaking to someone who works for the company or the information you have gathered while visiting one of their offices. This will convince the interviewer that you are strongly interested in the company and not just taking an interview for practice. Note, the interviewer not only attempts to develop an impression of you, he or she also evaluates you in comparison with others being interviewed for the position.

Why should the company hire you?

You have the proper education, you have proved that you have the ability to learn, and you are enthusiastic about working for the company. Relate your skills and knowledge to the job.

Notes

When asked about your greatest strengths, your study of yourself will help. Your greatest strengths probably are easy to identify: (1) the ability to learn (2) the ability to work with others and to assume leadership roles, (3) skill in problem solving.

Finally, what is important to you in a job? While we are all interested in a good salary that should not be your primary concern. Rewards such as personal job satisfaction, the feeling of accomplishment, and making a contribution to society are things you should discuss in an interview. You should look forward to a challenge. A job that will satisfy these needs is important to almost everyone.

(c) Handling Salary discussion

For most entry-level positions the beginning salary is fixed. However, if you have work experience, excellent scholarship records, or added maturity, you may be able to obtain a larger salary. The interviewer should initiate the salary topic. What you should know is the general range for candidates with your qualifications so that your response to a question about how much you would expect is reasonable. If your qualifications are about average for the job, you can indicate that you would expect to be paid the going rate or within the normal range. If you have added qualification, you might say, "With my years of work experience, I would expect to start at the upper end of the normal salary range."

If you have other job offers, you are in position to compare salaries, jobs, and companies. In this case, you may suggest to the interviewer that you would expect a competitive salary and that you have been offered X rupees by another firm. If salary hasn't been mentioned, and you really want to know about it, simply ask courteously how much the salary would be for someone with your qualifications. In any case though, don't attempt to make salary a major issue.

(d) Closing the interview

The interviewer will provide the cues indicating that the interview is completed by rising from the chair or making a comment about the next step to be taken. At that point, don't prolong the interview needlessly. Simply rise, thank the interviewer for the opportunity to meet, and close by saying you look forward to hearing from the company. The neatness with which you close the interview may be almost as important as the first impression you made.

(e) Practising for Interviews

Although most of us tend to be nervous during our first interview, we gain confidence with experience. Therefore, practice and rehearse. Work with someone else in mock interviews, alternating roles as interviewer and interviewee. Then follow each practice interview with a constructive critique of each other's performance. A few such mock interviews will give you some experience and will make the first real interview more effective.

The job interview may be the important face-to face interaction you will have. You will be selling yourself in competition with others. How you listen and how you talk will be measured by the interviewer. Since practice leads to perfection, you will never regret the time you spend rehearsing your interview.

INTEXT QUESTIONS 27.2

1. What key areas should you focus on when preparing for an interview?
2. Why is it important to demonstrate humility during an interview?

WHAT HAVE YOU LEARNT

The job interview is one of the most important events in your life. In this lesson you have learnt how to prepare for success in this event. You have to plan your dress, postures and answers to likely questions.

TERMINAL QUESTIONS

1. State whether the following statements are True (T) or False (F). Correct the False statements.

   i) Open an interview by calling the interviewer by his/her first name.

   ii) Sit up straight and bend forward slightly to show interest.

   iii) One of the main aims of an interviewer is to assess the candidate's attitude to work.

iv) Be prepared to answer questions on your strength.

v) A candidate who makes tall claims will be considered dishonest and insincere.

vi) The primary and only motivating factor in choice of jobs is the pay cheque.

vii) Don't be in a hurry to close an interview.

2. Study the advertisement given below. Imagine that you have been called for the interview. Give brief points for your answer to the following questions:-

   i) Why should the company hire you?

   ii) What is important to you in a job?

   iii) What are your greatest strengths?

ANSWERS TO INTEXT QUESTIONS

27.1

1. i) False. Dress in neat, clean clothes is needed.

   ii) True

   iii) False. There are other criteria like job satisfaction, career path, socially useful work.

   iv) True

   v) False. You won 't be late or nervous and will get time to find out more about the organisation.

2. Individual answer

27.2

1. When preparing for an interview, focus on key areas such as understanding why you want to work for the company, highlighting your strengths and abilities, articulating what is important to you in a job, and practising responses to common interview questions.

2. Demonstrating humility during an interview is important to avoid making unrealistic claims about your abilities or achievements. It's essential to be honest and realistic about what you can offer and achieve in the role.